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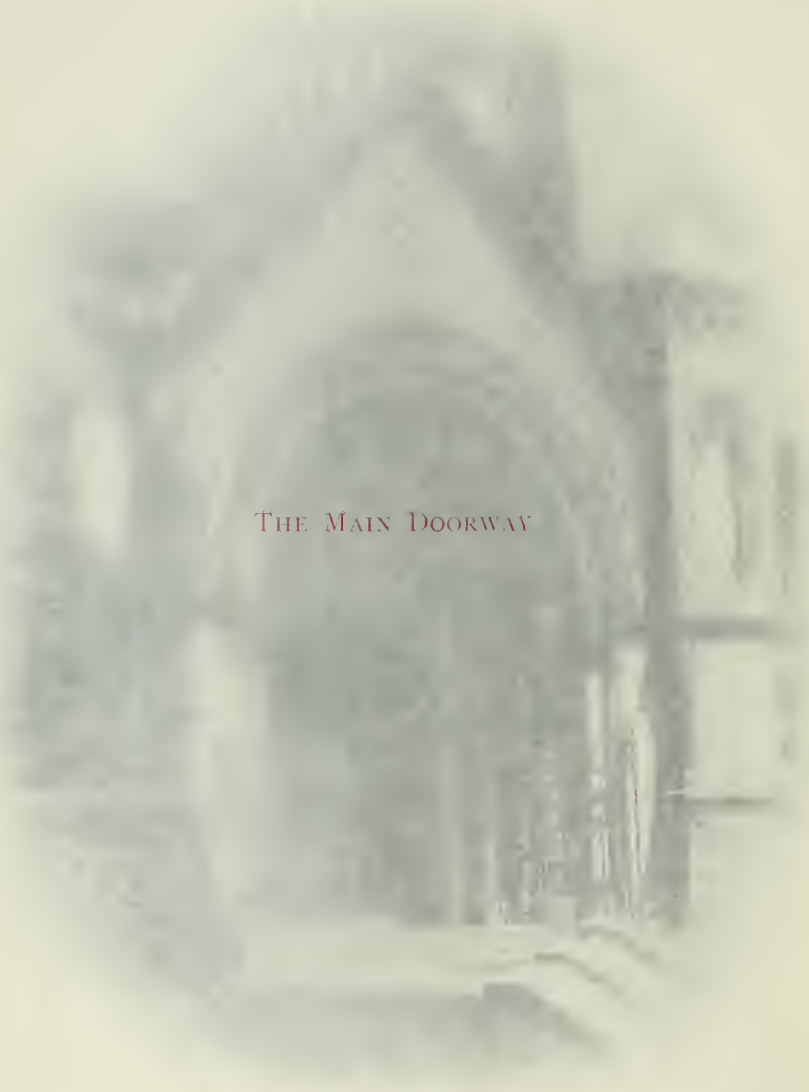

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PREFACE

THE Senate of the University of Toronto, at its meeting January 8th, 1903, adopted on motion of Professor Wrong, seconded by Professor Ellis, the report of a special committee recommending that in consideration of the fact "that the present year is the sixtieth anniversary of the opening of King's College, and the fiftieth anniversary of the organization of the University on its present lines," a volume should be prepared, giving an account of its past history and its actual condition.

A long series of delays has made the publication of this volume coincident with a real epoch in University history; and, although the lists, statistics, etc., do not quite reach the date 1906, owing to the fact that the book was in print before the recent important changes in the government and in the financial condition of the University, the following pages afford a conspectus of the development of the institution from its beginnings, some eighty years ago, to the close of the labours of the Commission in the passing of the University Act of 1906. The several chapters have been contributed, as indicated in the table of Contents, by various members of the staff of the University and its Federated and Affiliated Colleges. Many other persons have, in different ways, assisted in the preparation of this book, among whom the following may be specially mentioned: Mr. H. H. Langton (Librarian of the University), Professor Keys, Mr. C. C. James, Dr. S. M. Wickett, Mr. J. Brebner (Registrar of the University), the Secretary of the Alumni Association (Dr. J. C. McLennan) and his staff, the staff of the Provincial Secretary's office, Mr. Thomas Hodgins, K.C., Dr. J. G. Hodgins (through his "Documentary History of Education)," the Royal Society of Canada, Sir George Reid (by his permission to reproduce his portrait of Sir Daniel Wilson), and Dr. A. H. Abbott and Mr. J. S. Plaskett, for services in connection with the views of the buildings.

W. J. A.

UNIVERSITY COLLEGE, August 30th, 1906.

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CONTENTS

PAGE

PREFACE 3

CHAPTER I.

Origin and Development of the University of Toronto. By N. Burwash, President of Victoria College 9

CHAPTER II.

The Development of the University, 1853-1887. By N. Burwash, President of Victoria College 39

CHAPTER III.

The Development of the University, 1887-1904. By N. Burwash, President of Victoria College 57

CHAPTER IV.

Outline of the Financial History of the University. By F. A. Mouré, Bursar of the University 71

CHAPTER V.

The Arts Faculty. By R. Ramsay Wright, Dean of the Faculty of Arts, and the General Editor, W. J. Alexander, Professor of English in University College 78

CHAPTER VI.

The Arts Colleges: University College. By Maurice Hutton, Principal of University College, and the General Editor . . . 100

CHAPTER VII.

The Arts Colleges (continued): Victoria College. By A. H. Reynar, Dean of the Faculty of Arts, Victoria College 124

CHAPTER VIII.

The Arts Colleges (continued): Trinity College. By T. C. Street Macklem, Provost of Trinity College 137

CHAPTER IX.

The Faculty of Law. By J. McGregor Young, Professor of Constitutional and International Law in the University of Toronto . 149

CHAPTER X.

PAGE

The Faculty of Medicine. By A. Primrose, Secretary of the Faculty of Medicine 168

CHAPTER XI.

The Faculty of Applied Science. By W. H. Ellis, Professor of Chemistry in the School of Practical Science 180

CHAPTER XII.

The Theological Colleges. By J. P. Sheraton, Principal of Wycliffe College; assisted, as regards their respective colleges, by William Caven, Principal of Knox College, F. H. Wallace, Professor of Biblical Greek, Victoria College, and T. C. Street Macklem, Provost of Trinity College. 184

CHAPTER XIII.

Affiliated Institutions. By James Loudon, President of the University of Toronto 201

CHAPTER XIV.

Buildings and Equipment. By James Loudon, President of the University of Toronto 206

APPENDICES

A. A List of the Members of the Governing Bodies of the Officers of Administration, and of Instruction, etc., in the Year 1905 . 219
B. Publications by Members of the Staff. Compiled by Professor A. B. Macallum, University of Toronto 230
C. Studies Published by the University 254
D. Ph.D. Theses 256
E. Benefactions 257
F. Table of the Number of Graduates in each year, 1844-1904 . 259
G. Table of Number of Candidates Examined at Various Epochs . 260
H. Table of Attendance of Students on University College . . 261
I. Table Showing the Number of Bachelors of Arts Graduating in various Departments 262
J. The University Act of 1906. By H. H. Langton, Librarian of the University 263
K. Report of the Commission of 1905-6 265
L. An Act respecting the University of Toronto and University College 306

LIST OF ILLUSTRATIONS

	PAGE
The Main Doorway	*Frontispiece*
The Right Rev. John Strachan	10
The Rev. John McCaul	20
The Hon. Edward Blake	26
Sir William Mulock	42
The Main Building	57
The Library Building	72
Rear View of the Main Building	78
The Rev. George Paxton Young	88
Sir Daniel Wilson	108
Scene from the "Antigone" of Sophocles, as presented by the Students of University College in 1894	115
James Loudon, LL.D.	121
Victoria College	124
The Rev. Egerton Ryerson	130
Trinity College	137
Scene from the "Frogs" of Aristophanes, as presented by the Students of Trinity College	144
The Residence Garden	155
The Medical Building	172
The Entrance Hall of the Main Building	184
Plan of the University Park	206
Convocation Hall	219

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THE UNIVERSITY OF TORONTO AND ITS COLLEGES

CHAPTER I.

THE ORIGIN AND DEVELOPMENT OF THE UNIVERSITY OF TORONTO

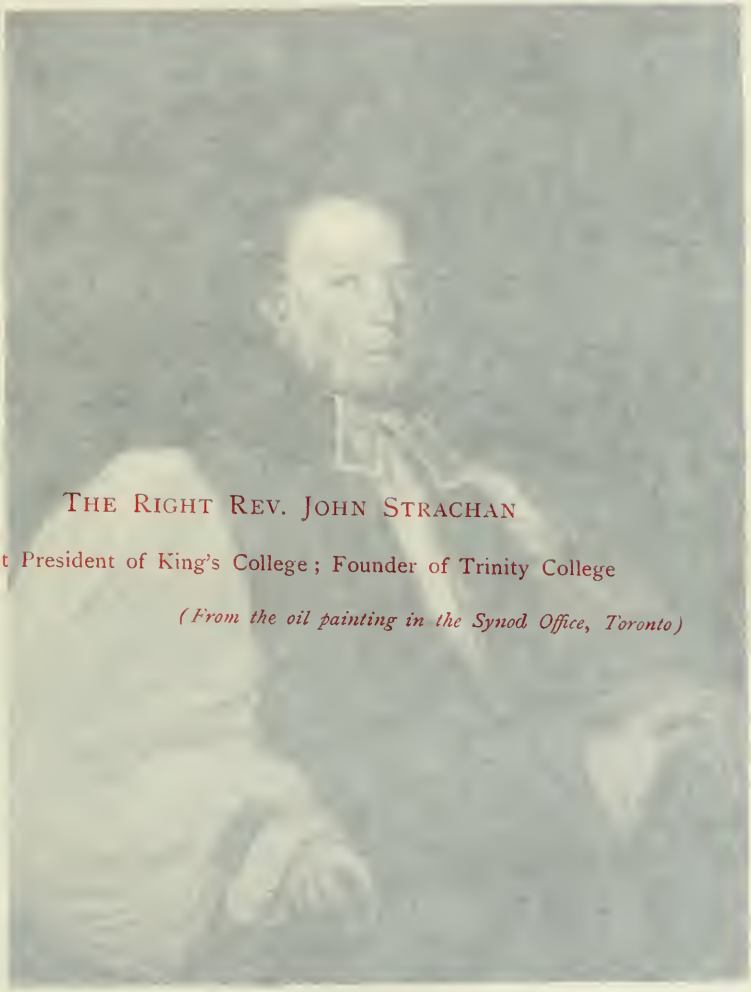
The Province of Upper Canada was founded under the Constitutional Act of 1791. During the preceding seven or eight years a United Empire Loyalist population had been settling on the banks of the St. Lawrence, on the shores of the Bay of Quinté, in the Niagara Peninsula, and on the coast of Lake Erie. When the government of the Province was organized its population numbered sixty-five thousand. The first governor of the new province was Col. John Graves Simcoe, who had been a conspicuous leader of the Loyalist volunteers during the Revolutionary War. His early life and education were those of an English country gentleman of the eighteenth century, and his ideas and tastes corresponded to the age and the environment of his youth. He looked forward to the development, in the new province, of the same social conditions as existed in the old land; and, accordingly, in taking thought for the well-being of the young colony, proposed to himself that provision should be made out of the public funds for the maintenance of religion and the promotion of higher education. This religion was to be Protestant, as that of the adjoining province of Lower Canada was Roman Catholic; but instead of tithes collected from the people, its support was to be furnished from one-seventh of the lands of the country. From the public lands also was to be derived a fund for the education, especially of "the more respectable class of people by the erection of free grammar schools, and in course of time of a college or university."

In these views the Imperial Government readily concurred. As the Province was surveyed, every seventh lot of land in each township was set apart for "the support of the Protestant clergy." The educational part of Simcoe's programme was not carried into effect until after his departure from the country.

In response to an address from the Legislative Council and House of Assembly asking "an appropriation of the waste lands of the crown for the establishment and support of a respectable grammar school in each district, and also a college or university where the youth of the country may be enabled to perfect themselves in the different branches of liberal knowledge," his Majesty, under date of November 4th, 1797, expressed his intention of complying with their wishes:—"First, by the establishment of free grammar schools in those districts in which they are called for. Secondly, in due course of time, by the establishment of other seminaries of a larger and more comprehensive nature for the promotion of religious and moral learning and the study of the arts and sciences." This message was communicated to the House of Assembly on the 8th of June, 1798, together with a request from the Colonial Secretary for the appointment of a committee of the Executive Council, of the judges and of the law officers of the Crown to report on the extent and character of the appropriations to be made. This committee recommended that five hundred thousand acres of land should be devoted to educational purposes, of which one-half should be reserved for the university, and that the university should be located at York, and that, at certain places named, grammar schools should be established. About this time, accordingly, grammar schools were founded at Kingston and Cornwall, and, a little later, at Niagara and York. But the lands set apart for these purposes were as yet unproductive and no funds were forthcoming for the support of the schools. When, in 1809, the Legislature again turned its attention to the subject and founded four new grammar schools, provision for maintenance had to be made from sources other than the land endowment. Meanwhile, the more pressing needs of education were met by the establishment, through purely voluntary efforts, of elementary schools, which received legislative recognition for the first time in the Act of 1816.

In view of the condition of the colony and the unproductive nature of the endowment, it is not astonishing that the more ambitious scheme of a university remained in abeyance for many years. It was not until about 1820, under the administration of Sir Peregrine Maitland, that interest in this project revived. At this date, the Rev. John Strachan,* M.A., Archdeacon of

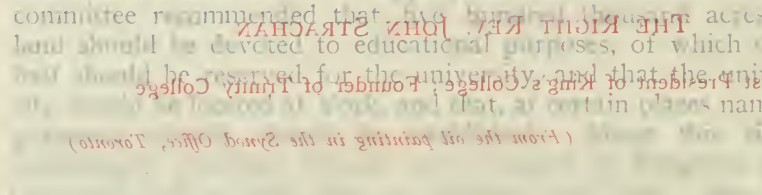
* Born in Aberdeen, 1778; M.A., 1797; in 1799 arrived in Canada, with the expectation of employment in connection with Governor Simcoe's proposed college; private tutor in Kingston; took orders in the Anglican Church, 1803; curate at Cornwall, and very successful head of the Grammar School there; LL.D. (St. Andrew's), 1807; D.D. (Aberdeen), 1811; in 1812 became Rector of York and Headmaster of the Grammar School; Archdeacon of York, 1825; first Bishop of Toronto, 1839; died 1867. See "Dictionary of National Biography" and Dr. Bethune's "Memoir."



THE RIGHT REV. JOHN STRACHAN

First President of King's College; Founder of Trinity College

(From the oil painting in the Synod Office, Toronto)



(From the oil painting in the Synod Office, Toronto)

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York, had by his abilities and energy secured a position of commanding influence in the affairs of the Province. He was a member of the Executive Council and of the Upper House; as President of the Council of Education, he was at the head of the school system established by the Legislature. He devoted attention especially to matters of religion and education, and began to form plans for founding an institution of higher learning in the Province. In these projects he had the deep interest and warm sympathy of Sir Peregrine Maitland, and in the year 1826 was commissioned to visit England in order to secure two things necessary to this purpose: first, the exchange of the unproductive endowment for other lands in the settled parts of the Province such as might afford an immediate revenue; second, a royal charter to give character and dignity to the new university. In both objects he was successful; he returned with the consent of the Crown to an exchange of lands, and with a charter founding a university in close connection with the Church of England.

As the majority of the inhabitants of the Province were not Anglicans, this peculiarity of the charter roused strenuous opposition. In accordance with numerous petitions that the House of Assembly should inquire into "the principle upon which a university is to be established in the Province," the House presented an address to the Governor praying that a copy of the charter should be laid before them, together with any information relating to the subject of the university which it might be in His Excellency's power to communicate. On the basis of the information obtained in this way, as well as from Dr. Strachan's appeal to the "friends of religion and literature," a select committee made a report, the nature of which will be evident from the following extracts: "The sectarian character and tendency of the institution will be manifest; the alarm and jealousy which this circumstance will produce throughout the Province," and which "it has in some measure produced," will "prevent parents and guardians from sending their children to it," and so "limit the benefits which might otherwise be derived from the institution." "To be of real service, the principles upon which it is established must be in unison with the general sentiments of the people. It should not be a school of politics, or of sectarian views. It should have about it no appearance of partiality or exclusion. Its portals should be thrown open to all, and upon none who enter should any influence be exerted to attach them to any particular creed or church; . . . most deeply, therefore, is it to be lamented that the principles of the charter are calculated to defeat its usefulness and to confine to a favoured few all its advantages."

This report was followed by an address to the King reciting the facts embodied in the report, and praying that he would cause "the present charter to be cancelled and one granted free from these objections." In addition petitions very numerously signed by the inhabitants of the Province, and addressed to the British Parliament, were carried to England by a deputation of prominent citizens. In 1828, a little more than a year after the issuing of the royal charter, a select committee of the British House of Commons was appointed to inquire into this and other matters. This committee recommended that the constitution of the University should be changed; that two theological professors should be employed, one of the Church of England and one of the Church of Scotland; that with respect to the president, professors, and others connected with the college, no religious test whatever should be required; and that, with the exception of the theological professors, they should sign a declaration that, as far as it was necessary for them to advert in their lectures to religious subjects, they would distinctly recognize the truth of the Christian Revelation, but would abstain altogether from inculcating particular doctrines. Such changes did not meet the views of those who had been agitating against the charter of the new university. Their objections to the charter may be summed up under the following heads:—

1. It made the Anglican bishop of the diocese the visitor, thus placing in his hands the supreme judicial control of the University.

2. It required the president of the University to be a clergyman in holy orders in the United Church of England and Ireland, and made the Archdeacon of York *ex-officio* president.

3. It placed the executive government of the University in the hands of a council, consisting of the chancellor, the president and seven members, who were required to be members of the Church of England, and to subscribe to her articles.

4. It restricted degrees in Divinity to persons in holy orders in the Church of England, thus excluding clergymen of the Church of Scotland, as well as those of other denominations.

On the other side, Dr. Strachan maintained that the charter was the most open and liberal that had ever been granted, inasmuch as it imposed no religious subscription or tests on students or graduates, other than those in Divinity. Thus the agitation was continued, not only through the press and upon the floor of the House of Assembly, but also by petitions and representations to the Government in England, until the close of the Maitland administration in the year 1828.

The charter was dated the fifteenth day of March, 1827.

Before the end of the year a Council was appointed, the chief members of which were the Lieutenant-Governor, *ex-officio* chancellor, and the Archdeacon of York, *ex-officio* president of the College. On the 3rd of January, 1828, the new lands for endowment already selected were conveyed by letters patent to the Corporation of King's College thus created, and steps were taken to secure, for the erection of buildings, the payment of a grant of a thousand pounds a year, which had been obtained from the Imperial Government by Dr. Strachan. This grant was equivalent to a further extension of the original land grant; the money was derived from payments by the Canada Company for the large tract of land which had been ceded to them. A registrar and bursar were also appointed. These, together with the president, were placed under salary, and through these officers the work of selling or leasing the endowment land was at once commenced. In a short time a considerable income was available.

The President and Council next proceeded to select and purchase lands for a suitable site for the University. Whatever may be said of other parts of their policy, for this work they will deserve the gratitude of all coming generations. The purchase, at one hundred dollars an acre, of one hundred and sixty-eight acres of beautiful park lands on which have been erected both our Parliament and University buildings, was one of the wisest investments ever made on behalf of the University, and is an enduring memorial to the large views of these men. It is only to be regretted that the next generation did not inherit these ideas, and marred the work by alienating and dividing the magnificent estate thus secured. The expenditure of six thousand seven hundred and five pounds in planting and improving Queen's Avenue has not been so well justified by the result. The expenditure of a thousand pounds on plans for new buildings was not extravagant; and, although the buildings themselves were erected in part only, the plans still survive as another testimony to the large ideals of the men of the original University Council.

In 1828, on the return of Sir Peregrine Maitland to England, Sir John Colborne was appointed Lieutenant-Governor. The result of the deliberations of the select committee of the British House of Commons appeared in instructions from the Colonial Office, which Sir John did not at once communicate to the Council, but under which he ordered that proceedings for the erection of the university buildings should be discontinued. In the meantime he brought into operation, outside of the charter, but through the Corporation of King's College, a Minor

College, which absorbed and was in a measure an enlargement of the Royal Grammar School founded more than twenty years before. Thus it was that Upper Canada College originated, which for two full generations sustained most important financial as well as educational relations to the University, and which has ever since maintained its place as one of the important schools of the country. It was largely the creation of Sir John Colborne, and was modelled after the great public schools of England. The fact that the State Church was the controlling influence, made the new college as little acceptable to the people of the country as was the charter of the University. But since it was, in fact, the continuance, in a new form and in new buildings, of an institution already long in existence, it did not arouse the active opposition called forth by the proposal to establish the University. It did, however, bring about a movement among the Methodists, which, originating in 1830, resulted in the opening of Upper Canada Academy in 1836, and of Victoria College in 1841; and another movement among the Presbyterians, which led to the establishment of Queen's College in 1842. In this way the founding of Upper Canada College was a very important factor in the history of university education in the Province, as it also was in another way, by absorbing more than forty-two thousand pounds of the endowment and annual income of the University, and by delaying its practical realization.

We must now return to the instructions from the Colonial Office, under which Sir John Colborne discontinued proceedings for the erection of university buildings, and inaugurated Upper Canada College. These instructions were issued by Sir George Murray, who, on the accession of the Whigs to power in 1828, had become Colonial Secretary. This change of government had excited hopeful expectations in the minds of those who had been opposed to the educational policy of the administration, and had in part been the cause of the acquiescence with which the Upper Canada College scheme had been received. In obedience to his instructions, Sir John Colborne, at his first meeting with his Council, stated that he "should be under the necessity of calling the attention of both Houses of the Legislature to the College charter, and before doing so would wish to have some well-digested proposition in readiness for their consideration." The instructions under which this announcement was made were contained in a despatch from Sir George Murray, bearing date, September 29th, 1828, in which, after referring to the address of the Assembly to the Crown, and expressing regret if the University should prove to have been founded upon prin-

ciples which cannot be made to accord with the feelings and opinions of those for whose advantage it was intended, he adds "that not the personal opinion of Sir Peregrine Maitland, but the address adopted by a full house of Assembly, with scarcely a dissentient voice, must be considered to express the prevailing opinion on the subject," and suggests to the Lieutenant-Governor that "he invite the Legislature to resume the consideration of the question," and that he apprise them "that their representations on the existing charter of the University have attracted the most serious attention of His Majesty's Government, and that the opinions which may be expressed by the Legislative Council and the House of Assembly on the subject will not fail to receive the most prompt and serious attention." Two years later, in a speech before the House of Commons on the petition forwarded by the House of Assembly, Sir George Murray says: "I agree entirely in the objection which has been taken to that part of the charter of King's College which introduces a distinction in the charter on the score of religion. While I was in office I suspended the operations of the charter, having in contemplation to abolish entirely the distinction, and had I remained in office I should certainly have done so."

This suspension probably refers to the action taken by Sir John Colborne, ordering, as already stated, that no further proceedings be taken under the charter. But the Council of the University by no means interpreted the action of the Governor as a suspension of their powers. They proceeded to complete the purchase of lands included in the present University Park, with its approaches from Queen Street and Yonge Street, and to make improvements on them; they also received and paid for the plans and model of a building, ordered from England. The salaries of the various officers and the disposal of the endowment lands proceeded as before, and the grant of £1,000 was regularly received until the close of the year 1831.

In January, 1830, an address from the House of Assembly to the Lieutenant-Governor asked for a return of the receipts and expenditures on account of the endowments of King's College. In answer to this request some return seems to have been made, accompanied by objections to the right of the House to ask for such account. A similar request from the British House of Commons, in the same year, elicited only an exceedingly general and meagre return. During the session, a bill was introduced into the House of Assembly to incorporate Upper Canada College with the style and privileges of a university constituted on the liberal basis which the House would have desired for King's College. This bill passed the House in March, but was

rejected by the Legislative Council. In the following year, the entire management of Upper Canada College was transferred from the Board of Education to the Council of King's College. In February, 1831, after report of a select committee of the House of Assembly on the original grant of lands for the purposes of education, resolutions for an address to His Majesty the King were adopted, setting forth "that while this House appreciates His Majesty's gracious intention in granting a royal charter for the establishment of a University in this Province, we must humbly beg leave to represent that: As the great majority of the inhabitants of this Province are not members of the Church of England, we regret that the University charter contains provisions which are calculated to exclude from its principal offices and honours all who do not belong to that Church.

"1. In consequence of these provisions its benefits will be confined to a few individuals, while others of His Majesty's subjects, equally loyal and deserving, will be excluded from participating in advantages which should be open to all.

"2. Its influence as a seminary of learning on this account must be, and will be, looked upon with jealousy by a large majority of the inhabitants of the Province.

"That, therefore, it is expedient to present a humble address to His Majesty praying that His Majesty will be pleased to cause the charter of King's College to be cancelled, and to grant another free from the objections to which our duty to the people of this Province has induced us to advert."

To this resolution, and to a later one to the same effect, passed in December, the Lieutenant-Governor replied with the assurance that he "had reason to believe that either the exclusive provisions considered exceptional in the charter of King's College had been cancelled, or that such arrangements had been decided upon by His Majesty's Government as would render further applications on this subject unnecessary. A charter solemnly given cannot be revoked, or its surrender obtained, without much delay and circumspection; but His Majesty's ministers have long directed their attention to the great advantages which the Province will derive from a university being established upon principles that may be approved by every good and enlightened person."

When this reply was given, Sir John Colborne probably had already in his possession the despatch of Lord Goderich, dated November 2nd, 1831, and possibly was also aware of the reception it was likely to receive from King's College Council. Of this lengthy and important despatch it is sufficient to say that

it regretted the failure of Sir George Murray's proposals to bring about a settlement of the University question; that it now proposed a settlement by means of a provincial constitution of Upper Canada College as a university, an idea adopted as we have seen by the Assembly nearly two years before; and that it finally requested from the Council of King's College the surrender of the charter, and also of the endowment lands which had been conveyed to them by deed.

When this despatch was laid before the Council of King's Council, on the 10th of March, they positively refused to surrender either the charter or the endowment, pleading that they had received from the King a charter for the promotion of higher education on certain well-defined religious principles, and that as trustees of this royal grant, they could not surrender it, or the endowments which accompanied it, without knowing what would be substituted for it. This refusal was communicated in a reply which discussed at full length the university question as it existed at that day, and which stated and defended the ecclesiastical position in the most explicit manner. They were, however, willing to concede four points:

1. That the Court of the King's Bench shall be the visitor instead of the Bishop of Quebec.

2. That any clergyman of the Church of England may be appointed president instead of the Archdeacon of York.

3. That no test or condition of church membership be required of members of the Council.

4. That the Council prescribe the conditions for degrees in Divinity.

This offer of compromise was not acceptable to the House of Assembly, and twice during the next three years a bill was introduced to provide for the amendment of the University charter. Owing to the intense political excitement of the time, the progress of the first bill, introduced in 1833, was very slow, and it was still in committee when the session closed. A second bill was, in 1835, passed in the House of Assembly, and rejected by the Legislative Council. A copy was forwarded to the Colonial Office by Sir John Colborne, with an expression of opinion that "no law for the amendment of King's College charter will be enacted by the Provincial Legislature, but that it might be so modified by the interposition of His Majesty's Government as to leave in essential points no just ground for dissatisfaction on the part of either House." He also forwarded a strong recommendation that the Government sanction the immediate opening of the College. The reply of Lord Glenelg was "that the Government had referred the matter to the discretion of the Pro-

vincial Legislature, and that the decision of such a question by His Majesty's advisers in England would be condemned with plausibility, and not indeed without justice, as a needless interference with the internal affairs of the Province."

Sir John Colborne had accompanied his recommendation by a suggested form of charter to be enacted by His Majesty's Government in England; this Lord Glenelg rejected as one that "could hardly fail to give umbrage to the House of Assembly as contrary to the whole tenor of the resolutions of the representatives of the people." The reply completely disappointed the hope expressed by Sir John Colborne in his speech from the throne, when proroguing the House, "that such a revision of the charter may take place as will accord in essential points with the opinions of the Legislative Council and the House of Assembly."

The state of the country was not now such as would admit of compromise on any of the questions at issue, and just after the opening of the next session of the Legislature Sir John Colborne obtained his recall, and was succeeded by Sir Francis Bond Head. In taking leave, Sir John Colborne merely assured the Legislature that the King would give prompt attention to the wishes of the two Houses, and give effect to "any measure which might be agreed on by them," an assurance which probably covered a little sarcasm. A week later, when Sir Francis Bond Head assumed the government, he, as instructed, expressed regret at the differences of opinion between the Legislative Council and the House of Assembly, and tendered the mediation of the King between them, saying "that with the previous assent of both Houses, the King will cheerfully resume the consideration of the question in what manner a constitution could be most conveniently prepared so as to promote the interests of science and literature, and the study of theology and moral philosophy, with due regard to the opinions which seem to prevail in the House respecting the proper constitution and objects of a university."

In consequence the bill of the previous year was again passed by the House and again rejected by the Council. The proposal of the latter body that the two Houses should compromise on the charter which had been prepared by Sir John Colborne, provided a Presbyterian professor of theology were added, failed to meet with acceptance. With the summer of 1836 there came a crisis in the affairs of the Province, resulting in the dissolution of the House of Assembly, and an appeal of the Lieutenant-Governor and his Council to the people. In this election, the dread of impending rebellion and the influence of men who

favoured moderate measures, resulted in a majority favourable to the Lieutenant-Governor.

The new House met in the autumn, and a select committee, composed largely of Conservatives, was appointed to consider the affairs of King's College. In a short time it reported a draft of a bill for the amendment of the charter; the bill was read a second and a third time on the 3rd and 4th of January, 1837; sent up to the Legislative Council, and by them referred to a select committee. The committee returned a very elaborate report, reviewing the entire legislative history of the University charter, condemning the amendment bills of 1835 and 1836, expressing doubts as to the right of the Legislature to interfere with a royal charter, asserting the vested rights of the corporation created under that charter, proposing some modifications, but finally giving a qualified assent to the bill. This report, evidently in large part the work of the Archdeacon of York, presents the case for an established church, and for a university controlled by such a church, with all the vigour and thoroughness with which he was so richly endowed. It is a complete epitome, not only of the case, but also of the history of the question as viewed from the conservative and ecclesiastical side. But the final recommendation, or rather concession, revealed the fact that the party who had for nearly twenty years struggled to give this view effect were becoming conscious that its enforcement was impracticable. This bill offered terms more favourable than any which could have been carried through the Legislative Council heretofore. The bill was, therefore, passed and the charter was accordingly amended in the following points:

1. That the judges of His Majesty's Court of the King's Bench shall for and on behalf of the King be visitors of the College in the place and stead of the Lord Bishop of Quebec.

2. The president of the University on any future vacancy shall be appointed by His Majesty, his heirs and successors, without requiring that he shall be the incumbent of any ecclesiastical office.

3. The members of the College Council, including the chancellor and president, shall be twelve in number, of whom the Speakers of the two Houses of the Legislature of the Province and His Majesty's Attorney and Solicitor-General for the Province, for the time being, shall be four, and the remainder shall consist of the five senior professors of arts and faculties of the said College, and of the principal of the Minor, or Upper Canada, College.

4. It shall not be necessary that any member of the said

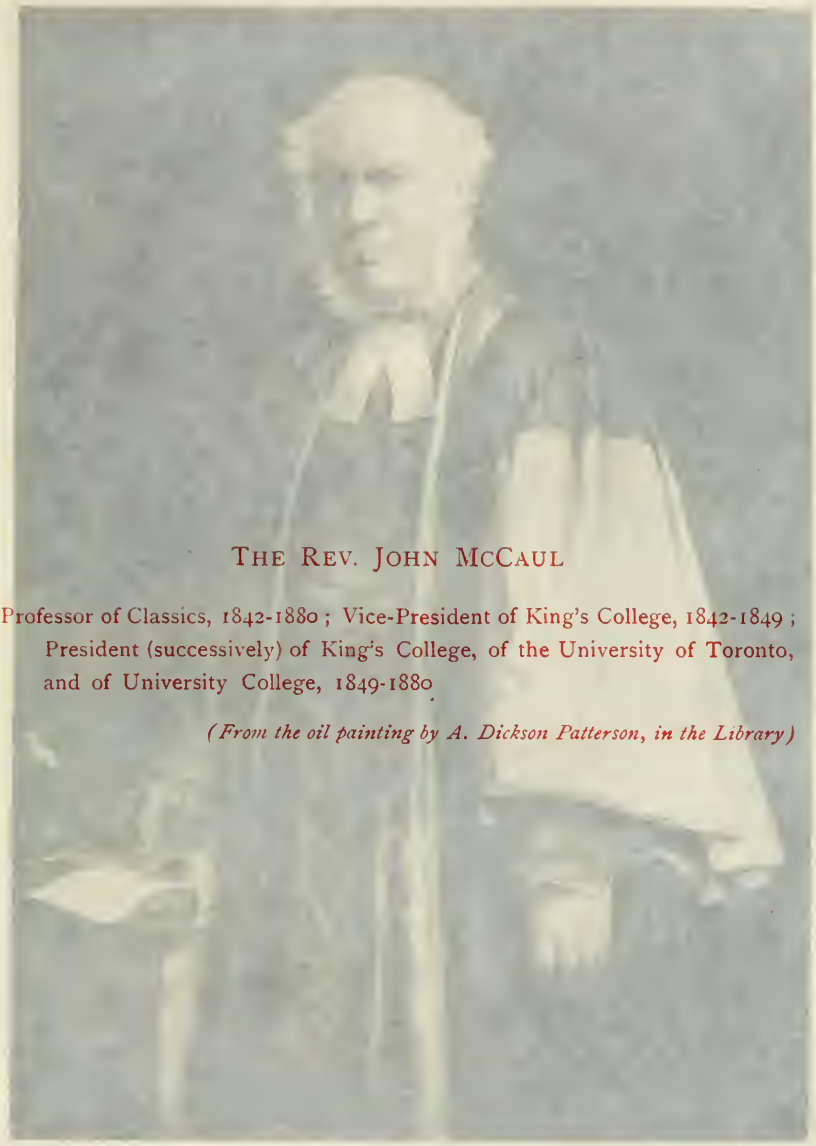
College Council to be so appointed, or that any member of the said College Council, or any professor to be at any time appointed shall be a member of the Church of England, or subscribe to any articles of religion other than a declaration that he believes in the authenticity and divine inspiration of the Old and New Testaments, and in the doctrine of the Trinity.

These were large concessions, but they were made without involving any change in the present presidency, or any such change in the *personnel* of the Council as to endanger the predominance of the Church of England, and they left her in possession of the Divinity chair. Thus, the University was still an object of suspicion to both Presbyterians and Methodists.

Dr. Strachan at once proceeded to press the University forward to actual operation; in the month of May the Council was reconstituted according to the amended charter. He had already submitted to the former Council a plan of organization, involving an annual outlay of about £7,500; on the 10th of June a meeting was held at which the members signed the required declaration, and proceeded to discuss plans for buildings and for opening university classes to students. An architect was appointed, estimates were received, and by December the contracts were ready for signature. But here the Rebellion brought all proceedings to a sudden termination. When, in the summer of 1838, the Council once more resumed their meetings, it is evident that the question of finance had assumed an aspect of such difficulty as to prevent further progress; in April, 1839, they found themselves face to face with the inability of the Bursar to produce or account for the moneys in his hands.

In the meantime another event took place destined to exert a most important influence on the future of the University. This was the coming to the Province of a young graduate of Trinity College, Dublin, the Rev. John McCaul, M.A., as Principal of Upper Canada College. Mr. McCaul, who was now about thirty years of age, had filled for some time the position of classical tutor and examiner at Trinity College, Dublin; he was already an author of repute in classical literature, and his advent to the country at this time was of great importance to its future scholarship. He was also a polished and eloquent speaker, and a man of commanding personality. Ten years later, when the leadership and policy of Dr. Strachan as director of the University were terminated by the Act of 1849, Dr. McCaul stepped to the front as the presiding genius of the University during the second period of its active history.

Early in 1839 the Legislature once more directed its attention to the affairs of the University, and called for returns of



THE REV. JOHN MCCAUL

Professor of Classics, 1842-1880; Vice-President of King's College, 1842-1849; President (successively) of King's College, of the University of Toronto, and of University College, 1849-1880

(From the oil painting by A. Dickson Patterson, in the Library)

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UNIVERSITY

income, expenditure and investments of the endowments of King's College. When these returns came into the hands of the Lieutenant-Governor, he was astonished at the serious inroads which had already been made in the endowment. From this report it appeared that of the original grant of 225,944 acres of land, 99,737 had already been sold; that from these sales £82,729 17s. 5d. had been realized, of which £54,925 19s. 8d. had been expended, leaving in the Bursar's hands, or in investments, £27,803 17s. 9d. Of this amount £10,340 was invested in government debentures and Bank of Upper Canada stock; £4,312 10s. had been lent to the President, and £13,137 7s. 9d. was in the hands of the Bursar, being nearly one-half of the available funds. In addition to the balance as above, the assets of the University were estimated as follows:

	£	s.	d.
Purchase moneys overdue	14,995	14	8
Interest on these	6,018	17	6
Purchase moneys not yet due	33,495	2	3
Interest on moneys not yet due	7,764	6	3
Lands yet unsold (estimate)	137,849	7	6
Total	200,125	8	2

The current income from all sources at this date was £3,803 12s. 8d., against which were fixed items of expenditures of £3,169 0s. 6d., leaving available to maintain the University £634 12s. 2d. The Bursar, who appears to have been incompetent rather than dishonest, made up the balance from assets in his hands, and henceforth security was taken from both Bursar and Registrar. But the inroads upon the endowment, which rendered impossible either the erection of buildings or the opening of the University, were due to the amounts already expended. These were:

	£	s.	d.
Loans to Upper Canada College	34,408	15	2
Expended for site (present park 168 acres)	4,391	2	1
Improvements and care of grounds	6,805	10	9
Plans and preparations for building	1,108	16	10
Furniture	152	4	11

Later in the year a commission, appointed by the Lieutenant-Governor at the request of the House of Assembly, presented a report on the entire subject of education. It proposed once more the consolidation of King's College and Upper Canada

College, making the latter a temporary university. The financial situation had improved, and the income available for this project was estimated at £4,240. A peculiar part of this proposal was the establishment of several theological seminaries for the education of the clergy of different denominations. This proposition was probably due to a condition of affairs already alluded to, which arose in the Province through efforts for the establishment of higher education quite independent of the Government. Upper Canada College provided for the superior education chiefly of members of the Church of England. An Anglican Divinity School was conducted at Cobourg by Archdeacon Bethune. In the same town, Upper Canada Academy discharged similar functions for the Methodists, both the laity and the ministry. Later, in 1841, this academy received college rank by Act of the Legislature, and the first session opened in October of the same year. In 1839 the Presbyterians took the first steps towards founding Queen's College; in 1842 it actually came into existence at Kingston. In this latter city the Roman Catholics had already, in 1837, established a seminary of learning, so that when King's College was opened in 1843, the problem of university education was no longer a merely theoretical one.

During the unfortunately brief administration of Mr. J. Poulett Thomson (afterwards Lord Sydenham), who came to the country in 1839, the condition of the University finances improved. The estimated income from all sources in 1839 had been £3,803; in 1842, it was £11,718. It was, therefore, with great confidence that Sir Charles Bagot, the new governor of the united provinces, gave his consent to proceeding with the buildings, and the opening of university work under temporary arrangements in the old Parliament Buildings on Front Street.

In asking His Excellency's assent to this step, Dr. Strachan, now Bishop of Toronto, revealed the new course of his university policy. He said: "The Church of Scotland and its members in the Province were among the earliest and most strenuous assailants of the Royal Charter of King's College, as unfriendly to civil liberty and unjust and inexpedient in its provisions. They were warmly supported by large bodies of the Methodist Society. And no sooner had these two religious societies succeeded in compelling such an alteration of the charter as wholly deprives King's College of any acknowledged religious character, and consequently of any security in respect to the religious doctrines which may be taught there, than they set themselves actively and successfully to work in obtaining from the Government and from the Legislature charters for the

foundation of two colleges, in such strict and exclusive connection with their respective religious denominations, that, not only the government of each college, but the whole business of instruction to be carried on within it is required to be absolutely in the hands of those who declare and subscribe themselves members of the one religious society; and, your Excellency will perceive, in so decided a manner that, not the members of such Church only, but the clerical members of it shall control and govern the whole." In another paragraph Bishop Strachan dwells with justifiable pride upon the beauty of the site of King's College: "There is nowhere upon this continent anything of the same kind superior to it, and I doubt if there is anything equal to it." The plans for the buildings, of which there were two complete sets, bear witness to the fine taste and large ideas of Dr. Strachan; they are imposing in effect, and classical in design—a credit alike to the architect and to the Council.

We have now arrived at the beginning of the year 1842. Bishop Strachan lost no time in carrying his views into effect. Fresh energy was introduced into the Council in the person of the Rev. H. J. Grasett, M.A. The financial accounts showed available funds to the amount of £45,348, with £28,843 coming due. Lands yielded a rent roll of £2,453, and the total net income was £7,740. There were 20,800 acres of land neither leased nor sold. It was, therefore, resolved to bring the University at once into operation. As the seat of government had been removed to Kingston, application was made for the temporary use of the Parliament Buildings. An estimate was submitted proposing the expenditure, in four years, of £18,000 for buildings; this, with the royal grant of £1,000 a year, was expected to cover the cost of the erection of the chapel and two wings on the proposed plans. When tenders were received it was found that the available funds would cover little more than the two wings, and of these only one was ultimately built. On the 23rd of April, 1842, the corner-stone of the University building was laid, with most imposing ceremonial, by His Excellency Sir Charles Bagot, Governor-General of the united Canadas, and Chancellor of the University. On the morning of that day, being St. George's day, the St. George's Society, accompanied by the Sons of St. Andrew and of St. Patrick, attended Divine service in the Cathedral, where an appropriate sermon was preached by the Rev. Henry Scadding, M.A., of St. John's College, Cambridge. At one o'clock the procession formed on Queen Street at the University Avenue gates. After an address in Latin to the Chancellor, to which he replied in the same language, the procession marched up the avenue to the chosen site, that on which

the Parliament Buildings now stand. Here, in the presence of a large concourse of ladies and gentlemen, and of the military, civil and educational officers of the Province, the stone was duly laid by His Excellency. Addresses were delivered, poems in Latin and Greek were recited, prayers offered, and the whole concluded with a salvo of artillery. At the banquet in the evening His Lordship, the Bishop of Toronto, with deep emotion, declared that this was the happiest day of his life, one to which he had looked forward for forty years.

At the same time preparations were being made for the beginning of academic work. Professors of Classics, Belles Lettres, Divinity, Law, Mathematics, Chemistry and Anatomy were appointed, the appointees being the Rev. John McCaul, LL.D., the Rev. James Beaven, D.D., the Hon. W. H. Draper, Richard Potter, Esq., H. E. Croft, Esq., and W. C. Gwynne, M.B. The formal opening took place on the 8th of June, 1843, when twenty-six students signed the roll. The chief feature of the occasion was the address of the Lord Bishop of Toronto, President of the University. The address, which was published in full, together with the proceedings both at the laying of the corner-stone and the opening, is an exceedingly able and interesting document. The whole history of the University in its prominent epochs is reviewed, with unstinted praise to the Churchmen who had assisted in shaping its character, and with marked disapproval of all who dissented from the speaker's idea of a Church establishment supported by a Church college, both endowed by the State. The closing section is a noble appeal to the ingenuous heart of youth, stimulating their ambition for the highest things and for a generous fame. "Never," he says, "was the demand for education so loud and anxious throughout the civilized world as at present; but in this colony it may be said to be only commencing. In older countries, where seminaries of learning have been established for centuries, the machinery exists, and it is easy to keep pace with the march of intellect by the addition of professors and teachers when any new subject appears of sufficient importance to require them. In this manner the universities of Europe preserve their superior rank, and add daily to a debt of gratitude which the public can never repay. And although some of the discoveries of modern times in the arts and sciences, more especially in mechanics, cannot be traced to them, yet the more important certainly may, and, what is of still more consequence, they have uniformly maintained the dignity of classical as well as scientific attainments. It requires the aid and protection of established seats of learning to give, as it were, a lasting basis to useful knowledge and

insure its gradual accumulation. In all these respects the universities of Europe, and especially of Great Britain, have nobly discharged their duty. They have not only been the fruitful nurseries of all the learned professions which adorn and maintain society, but they have also been the asylums of learned leisure, where men who have no taste for the cares and broils of worldly pursuits might retire from the troubles of public life, and aspire to a greater perfection than even an ordinary intercourse with society will allow. Many such, in their solitary chambers, have attained the highest elevation in science, or by their powerful writings have brought home to our hearts and understandings the truths and discoveries of Christianity, and thus have become the instructors and benefactors of mankind.

"It is for these, among other purposes, that this institution has been established. And why should it not, in its turn, become one of those blessed asylums where men of retired habits may taste the sweets of society and yet converse with the illustrious dead who in past ages have illuminated the world.

"Here among our youth we may confidently look for generous emulation, a noble desire for highest fame, an ardent love for truth, and a determination to surpass in knowledge and virtue the most sanguine hopes of their parents and friends. In this institution many holy aspirations will doubtless arise in minds yet untainted, and which by Divine grace shall become a panoply to protect them through life against all the temptations which can assail them. And the time will come when we, too, can look back to our line of celebrated men brought up at this seminary, and whose character and attainments will cause a glory around it, and become, as it were, the genius of the institution.

"Is there an ingenuous youth now present, of quick sensibility and lively ambition, who does not cherish in his imagination the hope that he may become one of those whom, in future times, this University will delight to honour as one of her favourite sons? Why should he not? He is in the enjoyment of the same advantages, pursuing the same paths of knowledge which enabled many, in former times, to soar to the most elevated heights of literary fame."

After a brief reference to the danger of secular views of education, he closed with these weighty words: "In this institution our chief care will, it is hoped, ever be to cherish and strengthen in our youth those principles and affections which give our finite being wings to soar above this transitory sense, and energy to that mental vision which shall enable them to look

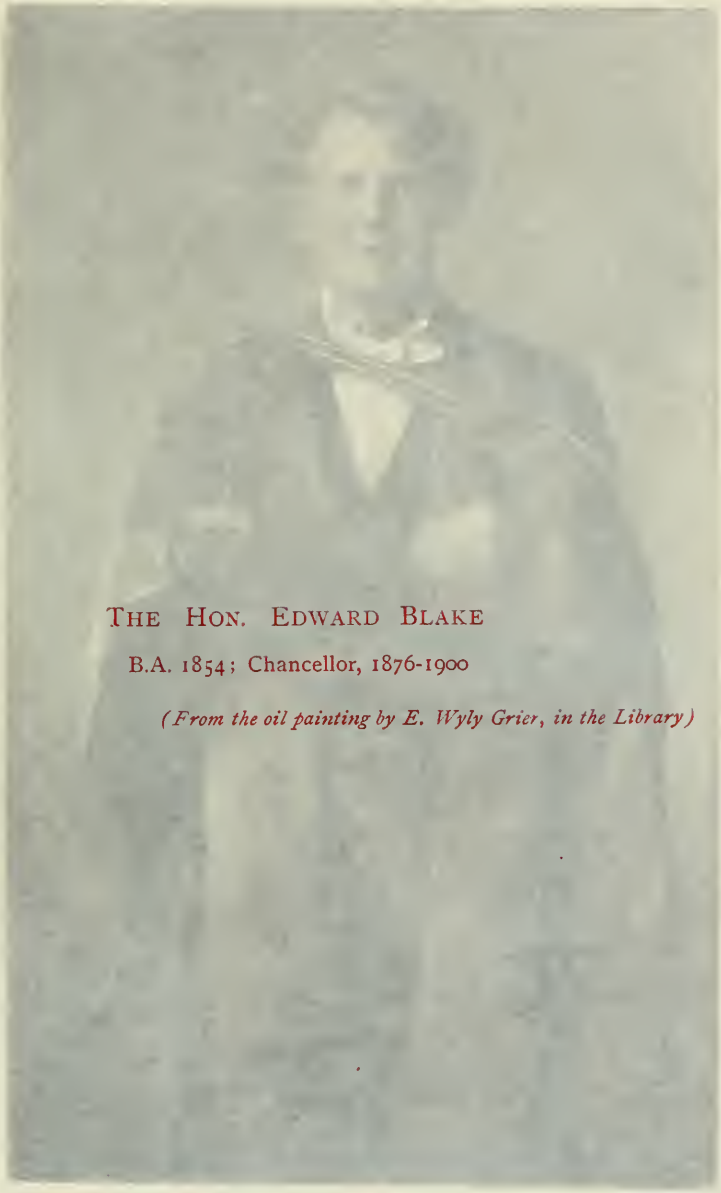
with confidence on the glories of the spiritual when this our material world is vanishing rapidly away."

On the 16th of August, Mr. W. H. Blake was appointed Professor of Law in place of Mr. Draper, who had resigned. On the reconstruction of the University in 1853, Mr. Blake became Chancellor, and proved himself one of its ablest and most effective supporters. Later, his sons were numbered among her most distinguished graduates, and one of them, the Hon. Edward Blake, LL.D., was called to preside over her as Chancellor through one of the most important periods of her history. On the 25th of September the Council met, the new professors being present, and steps were taken for the establishment of the faculty of Medicine, with Drs. King, Beaumont and Gwynne as professors. At the same time arrangements were completed for the opening of the Michaelmas term in the faculty of Arts.

The actual work of the University thus inaugurated had scarcely begun when once more the question of its constitution came to the front by the introduction into Parliament of the Baldwin University Bill of 1843. The Amendment Act of 1837 had severed the most important links of connection with the Church. The presidency had ceased to be annexed *ex-officio* to the archdeaconship of York; the holder need not even be a clergyman of any denomination. The members of the Council were no longer required to be members of the Church of England or to sign the Thirty-nine Articles, and the bishop of the diocese was no longer the visitor of the University. But the Archdeacon of York, now Bishop of Toronto, was actually president; the members of the Council were continued without material change; and when the College was opened, the Council, the president, the professors, as well as the principal and staff of the Minor College, and twenty-two out of twenty-six students of the University were members of the Church of England, and the whole tenor of the proceedings, including the religious exercises on the occasion, were such as implied the continued predominance of that church. The forces by which the new University was manned were still unchanged, and the charter was but a negative and theoretical deviation from its original principles.

This real attitude of King's College, as thus brought into operation, was speedily made evident by a new movement. On the 8th of September, 1842, a few months after the corner-stone had been laid in Toronto, the Board of Trustees of Queen's College held a meeting, at which the University situation was discussed, and the following resolutions adopted:

"That they, in common with the Presbyterian population of the



THE HON. EDWARD BLAKE

B.A. 1854; Chancellor, 1876-1900

(From the oil painting by E. Wyly Grier, in the Library)

THE HON. EDWARD BLAKE
B.A. 1851; Chancellor, 1876-1900
(From the oil painting by R. Tully Grier, in the Library)

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Province, always entertained the conviction that it was most expedient that King's College, with its ample public endowment, should be in the proper sense a university for the whole population without respect to the religious creed of the students, and that they were led to take measures for founding and establishing a separate college only when the prospect of the actual commencement of King's College and the attainment by the Presbyterian population of their due influence in the administration of that college seemed to be indefinitely postponed.

"That now when these circumstances are altered, inasmuch as that measures are in progress for beginning the business of instruction in King's College, and a spirit of conciliation and liberality pervades the councils of the Provincial Government, the Board feel themselves called upon to declare that they have no wish to appear to stand in an attitude of rivalry with that institution, but rather to help it forward, as far as they can consistently with those interests which are committed to them by the Royal Charter, and that they are ready to concur in any legislative enactment that shall empower them to limit Queen's College to the department of theological instruction, and that shall authorize the removal of said college to Toronto, provided the other powers and privileges conferred by the charter shall not be infringed on; and provided further that a fair and virtual influence shall be conceded to this Board and to the professors of Queen's College in the administration of King's College, and that all reasonable aid and facilities shall be afforded to this Board for making the change herein contemplated."

On the basis of these resolutions a commission was appointed to negotiate with the Council of King's College on the proposals thus intimated. After private conference, the commissioners found that a decided majority of the Council was unfavourable to the idea of union. They, therefore, placed the resolutions, with which they had been furnished, together with a statement prepared by the commissioners, in the hands of Dr. Strachan, the President, to be formally presented to the Council, and through him solicited a reply. These proceedings were reported to the Board of Trustees of Queen's College, on March 1st, 1843, and the commission was continued with power to negotiate with the Government. On the 3rd of May they again reported to the Board; the important items were, that Bishop Strachan had declined to place their resolutions and statement before the Council of King's College, and that the Government, while approving of the principles of the scheme of union, expressed the strong conviction "that to the success of the scheme the concurrence and hearty co-operation of the Methodist body in this country is absolutely essential."

This report led to a correspondence between Dr. Liddell, Principal of Queen's College, and Dr. Ryerson, President of Victoria College, reciting the facts already stated, presenting a

scheme of a " college union " in " one university," with as many separate colleges as the wants of the country may require, each college founded on its own charter and with its own government, subject to the power of the provincial university council, which should be paramount in all matters of a general nature as affecting the character of the institution as a university. Each college was to be represented on the council, and a principle of distribution of subjects, as between the university and the colleges, was to be outlined. Dr. Liddell proceeded to set forth the principle which should govern in the formation of a provincial university; that all sections of the community should enjoy its advantages, and share in its management. He points out that for this the present charter makes no provision; that the college is *de facto* in the hands of the Episcopalians; and that the present is the time when this can be most easily remedied and a constitution upon true principles introduced. Dr. Liddell goes even so far as to suggest a use for the college building at Cobourg, to relieve its trustees of the financial burden which the new proposal would involve. Queen's occupying, for the time being, rented quarters, had as yet no buildings or property in Kingston. The proposals of Dr. Liddell having been referred by the Board of Trustees of Queen's to the Synod of the Presbyterian Church, were by them unanimously approved, and a petition to the Governor-in-Council and the Parliament adopted. Although up to this time the authorities of Victoria and of the Methodist Church had taken no action, Dr. Liddell continued his correspondence with Dr. Ryerson. His letters have been preserved among Dr. Ryerson's papers; the replies of Dr. Ryerson are not available. That the latter favoured the scheme would appear from the fact that a joint meeting for its promotion and for presenting a public petition to Parliament was held in the Methodist church at Toronto. This is further shown by resolutions which he submitted to the Board of Victoria College on the 24th and 25th of October, 1843. By this time the Hon. Robert Baldwin had introduced the question into Parliament in a bill embodying the essentials of Dr. Liddell's scheme. This bill was now before the Board of Victoria College, and resolutions were proposed by Dr. Ryerson and unanimously adopted, setting forth their approval of the principles embodied in the bill, protesting against the partial character of the appointments to the government of King's College, approving of the changes made by the Act of 1837, and regretting that on account of their location at Cobourg they would be unable at present to avail themselves of its advantages, and asking the aid of the Government in any arrangements which might hereafter be made to enable them to do so.

Thus early in the history of the University the principles upon which it is now constituted were suggested by Queen's, endorsed by Victoria, and adopted by Robert Baldwin, the protagonist of Upper Canada Reform. The Baldwin bill was introduced in 1843; its provisions can here be only very briefly summarized:

1. It constituted the University of Toronto, to which was transferred all the university powers and functions of King's College.

2. It placed the government of this University in the hands of thoroughly representative bodies. The executive powers were entrusted to a Caput, consisting of the chancellor and vice-chancellor and members elected by the various colleges and faculties. The legislative authority was assigned to Convocation, consisting of the chancellor and the heads of colleges, the professors, the masters in Arts and the graduates in Divinity, Law and Medicine. All legislation was proposed by the Caput, passed thence for revision to a Board of Control, and finally was submitted to Convocation.

3. Four colleges, King's, Regiopolis, Queen's and Victoria were embraced in the University, and each was designated as "The President (or Principal), Masters and Scholars of..... College in the University of Toronto."

4. All university powers conferred on these colleges by their charters and all university offices, such as Chancellor and Vice-Chancellor, were abrogated.

5. The entire endowment was transferred to the University of Toronto. Provision was made for a temporary allowance of £500 a year to each college for four years, and after that period the maintenance of the colleges was proposed to be obtained from funds "set apart for religious purposes," by which was doubtless intended the Clergy Reserves.

A peculiarity of the bill is the lack of any distinction between subjects to be taught in the university and in the colleges. In this, as in other points, it would seem that the Oxford model was followed. It will readily be understood that this bill was by no means acceptable to the Bishop of Toronto and the Council of King's College. The Bishop at once entered the arena with his usual vigour, and the Council appointed the Hon. W. H. Draper as their counsel, and requested that he be heard at the bar of the House. This was granted, and his address forms an interesting part of the literature of the subject. To this Dr. Ryerson replied in a vigorous article in the *Christian Guardian* newspaper.

The progress of the bill was, however, soon brought to an end by the resignation of the ministry and the dissolution of the Legislature, the outcome of differences between the new Gover-

nor-General, Sir Charles Metcalf, and his advisers. Notwithstanding, it marks an epoch in the history of the university controversy. Hitherto the struggle had turned upon the question of who was to control the university endowment; now is introduced the consideration of a constitution for the University such that "all sections of the community may enjoy its advantages and share in its arrangements." The discussion of the latter question continued to agitate the country long after the final settlement of the former.

The election which followed resulted in a victory for the Conservatives. Mr. W. H. Draper, the head of the new ministry, immediately addressed himself to the question of the University, with the intention of introducing anew the bill which had just dropped. Both the Governor-General and Mr. Draper consulted with the heads of all the colleges. The main difficulty lay in the matter of property. The Church of England claimed both the charter and endowment of King's College. The Baldwin Bill gave them the charter, less the power of conferring degrees, diminishing each of the other charters to the same extent. But the entire endowment it transferred to the new University of Toronto.

While these discussions as to the new university were in progress, an event took place which had most important bearings on future developments. The disruption of the Church of Scotland and the separation of the Free Church in 1844 led at once to the founding of Knox's College, which, until the change in the constitution of the University in 1849, maintained a literary as well as a theological department.

It was in the month of March, 1845, that Mr. Draper introduced the second bill for the establishment of a provincial university. This bill followed that of Mr. Baldwin in not attempting to alter the charter of King's College, and in constituting a new university to be called the University of Upper Canada, of which King's College, Queen's and Victoria were, on the surrender of their university powers, to become colleges. It also vested the endowment in the new institution, and provided for it, in some measure, a representative government. In other points it made important concessions to the Church party. It transferred the faculty of King's College, with the exception of the professor in Divinity, to the new university. It repealed the amending Act of 1837, restoring King's College to its old form as a Church institution. It also made permanent grants to the colleges, not out of any fund set apart for religious purposes, but from the university endowment. The debate on this bill is most interesting, as an exposition of the views of the very

able statesmen who composed the Parliament of that day. Mr. Draper, Mr. Baldwin and Mr. Merritt were the leaders, and John Hillyard Cameron, who appeared at the bar of the House as counsel for King's College, presented a lengthy and argumentative address against the measure. The result was that after the second reading the bill was dropped.

This bill was the occasion of an extensive literature on the University question. Bishop Strachan proposed a "plan of settling the University question." Dr. McCaul issued a pamphlet under the name "A Graduate"; the Rev. Peter Colin Campbell, of Queen's, prepared another; and yet another on "The Origin, History and Management of King's College," printed by George Brown, may be taken as representing the new Presbyterian body. It is said to have been written by John McAra. These documents indicate most clearly the nature of the contest. On one side, the Council and the Anglican Church were strenuously contending for the continued possession of the charter, the college, and the endowment. On the other an opposing party sought the establishment of a university upon a broader basis, in which all sections of the community should have part and of which the denominational colleges should be members. The concessions made to the Anglican Church constituted the essential difference between this bill and its predecessor; to these Mr. Baldwin, in his speech before the House on the second reading, took very strong objection.

In 1846, Mr. Draper's University Bill, with some changes, none of them of great importance, was introduced by Mr. Hall, and followed by two supplementary bills by Mr. Draper. When this bill came up for a second reading, King's College was heard through counsel at the bar of the House; and once more the claims of the Church of England to both charter and endowment were presented by Mr. Boulton. Mr. Draper, on the other hand, warned the opponents of the bill that when the subject again came before the House, it would come up in a very different form, which would involve a question that must sooner or later be settled. On the second reading, a motion for postponement divided the Conservative ranks, and the bill was defeated. The main significance of the event lay in the fact that the defeat was the result of a combination of the party of reform with the extreme Conservatives; Baldwin and Boulton voted for postponement—the latter deaf to the prescient warning of Mr. Draper, the former looking forward to the opportunity which that warning seemed to promise.

The literature which accompanied this third abortive attempt at comprehensive legislation on the constitution of the Univer-

sity is of interest, as showing that the main elements of the question were the same then as now. The problem to be solved was to make the University acceptable to all sections of the community. Yet there was a fundamental difference arising from the fact that the idea of entire independence of church and state was not at that time fully or distinctly apprehended. Towards this principle men like Baldwin were steadily moving; and the defeat of this bill probably marks their passage to a position from which there was afterwards no retreat. On the other hand, these three bills mark the beginning of difference between such men and the supporters of Queen's and Victoria. To secure the complete triumph of the voluntary principle, Mr. Baldwin was willing to make the University entirely secular. This the friends of Queen's and Victoria did not desire. To them the religious element was an essential part of all education, including the highest, and was more important than even the voluntary principle. This principle, in fact, they had not as yet by any means fully accepted as regards education. Mr. Draper's bill was of the nature of a compromise. It made some sacrifice of the voluntary principle in the aid granted to denominational colleges, as it secured the religious side of university education by making these colleges essential parts of the system. As matters stood at this juncture, the Conservative party was the only party likely to make such a compromise, but it was prevented from doing so by a section which was resolved to retain, at all hazards, the endowment of King's College for the Church of England.

One further attempt at compromise was made before the complete secularization of the University. This was the partition bill of Mr. John A. Macdonald in 1847. Had this bill carried, it would have postponed to the far future the possibility of a university worthy of the Province, and would have endowed the Anglican Church with a property which is to-day worth three and a half millions of dollars. What it would have accomplished for Victoria, Queen's and Regiopolis may be gathered from their later history under an annual government grant. While saving them from a good deal of financial embarrassment, it would have consigned them to perpetual and scarcely respectable mediocrity. The provisions of the bill were very brief and simple. The charter of 1827, with slight modification, was to be restored to King's College, which was also to retain the magnificent park of one hundred and sixty-eight acres and the buildings. The land endowment and securities were to be placed in the hands of a Board of six trustees. The proceeds of the endowment were then computed at £10,000 a year, and were to be divided: £3,000 a year to King's

College, and £1,500 a year to each of the other three colleges. The balance was to be distributed for the grammar schools to the extent of £2,500; all beyond that was to be at the disposal of Parliament for general education. The proposal is chiefly notable for the strange diversity, and almost confusion of feeling and motive which it awakened. Bishop Strachan at first accepted it. King's College Council, led by Dr. McCaul, rejected it. The answer of Regiopolis was polite and non-committal. Queen's, after various objections, accepted it, not as satisfactory, but as better than no settlement. No expression of the attitude of Victoria is on record; but Dr. Ryerson and the *Christian Guardian* supported the bill. Mr. Baldwin denounced it, and was supported by the Free Church Presbyterians and other Liberals. Finally, Dr. Strachan withdrew his assent, and the bill never reached a second reading.

Thus ended the various attempts at a compromise solution of the university problem. The country was on the eve of a general election, and this question and that of the Clergy Reserves were among the important issues of the contest. The result of the elections was the return of the Liberals to power, with Mr. Baldwin as leader, Lord Elgin being Governor-General. The way was thus open for the triumph of the principle of state control of the University, and its complete secularization. It is worthy of remark, as indicating the spirit of the time, that in the same session there passed another bill which completely secularized the Public School system and abolished all aid to Separate Schools. This latter bill Mr. Baldwin himself was wise enough to cancel; and in four years' time the university bill also was completely changed. Notwithstanding this, the Act of 1849 finally established some most important principles, as well as originated some most important consequences; hence, if we would understand the course of subsequent history, this bill must be carefully considered.

Into the complicated government of the proposed university it is not necessary to enter, except to say that the executive control was vested in a caput, consisting of the president and deans of faculties, and one appointed member. The president and caput governed the students, the chancellor and vice-chancellor controlled the faculties. The senate, which constituted the legislative body of the university, consisted of the chancellor, vice-chancellor, the president, the professors and twelve or more nominated members—one-half to be named by the Crown and the other half by affiliated colleges conferring degrees in Divinity only. The Government in this way secured complete control of the University, as it held the appointment of a large

majority, both in the caput and in the senate. The property of the University was vested in a board of trustees, but their powers of expenditure were strictly limited to the maintenance of the University and of Upper Canada College. Provision was also made for a commission to examine the affairs of the University and its past financial management. The only other details which require to be noted, are those that are connected with the secularization of the University. These provided for the abolition of the faculty of Divinity, the exclusion of all ecclesiastics from the chancellorship, and from the members nominated for the senate by the Government, and the prohibition of all denominational forms of worship in connection with the University. The denominational colleges were admitted only as affiliated Divinity schools each having one representative on the senate. All forms of religious test or subscription, for either officers or students of the University, were abolished.

The leading features of the bill were, thus, complete Government control of the University, the reservation of the endowment for the exclusive use of the University and Upper Canada College, and the thorough secularization of the University and its complete separation from the denominational colleges, except on conditions to which they were not likely to conform. The most important feature of this bill was that which completely wrested the control of the University and its endowments from the hands of any ecclesiastical body. This was accomplished, not merely through the Government's assumption of control, but also by various provisions, which acted as so many danger signals forbidding the approach of ecclesiastical domination. This was the triumph of a principle from which the country has never receded; it terminated the struggle in which the country had been engaged for twenty-three years. A second important feature was the introduction of the principle that the University endowment must not be divided, but be reserved for the exclusive use of the provincial institution. To be sure, this was not yet completely carried into effect; Upper Canada College continued for many years to be the feeder and the financial dependent of the University. But the principle was clearly asserted as against the denominational colleges; it was, however, afterwards partially compromised, and gave rise subsequently to serious conflicts.

The bill forthwith evoked strong protests from the Bishop of Toronto, and from the trustees of Queen's College, and from the Synod of the Church of Scotland in Canada. The action of King's College Council was the most remarkable. Of the seven members residing in the city, one was absent through sickness,

one declined to take part, and three voted for and carried a petition supporting the bill; the president and the professor of Divinity not only voted against it, but expressed their dissent in individual petitions. The Methodists and the Roman Catholics took no direct action on the Baldwin bill, and in their addresses to Parliament confined themselves to asking aid for the efficient support of their own colleges. The editor of the *Guardian,* however, the Rev. Dr. Sanderson, expressed himself in its columns against the bill. The objections of all these parties were founded on two points: (1) that religion in some form is an essential element of education and should not be excluded from the University; (2) that centralization is not in the best interests of education. A third objection came from the Church of England, which claimed the exclusive control of the University and the endowment. The first of these objections was of such vital force that it not only brought about the foundation of a new college for the Church of England, and later, of one for the Baptists, but also served to maintain both Queen's and Victoria in increasing strength. These facts are quite sufficient to demonstrate the necessity for the recognition of religion in education in any scheme for the creation of a truly provincial university, *i.e.,* of a university which shall commend itself to the entire body of the people.

The second objection was much more cogent in 1850 than it is to-day. The college ideal of that day did not involve a staff of more than seven professors, and an annual expenditure of $20,000 seemed ample. The curriculum was fixed and compact, requiring only professors in Classics, Mathematics, Philosophy, Chemistry, and Natural History, and a tutor in English and Modern Languages. The full chair, which combined English Literature and History, was a later development. To expand this college into the university of that time it was only necessary to add the three professional faculties. Colleges of this limited scope could do their best work with about a hundred students, and more than that number necessitated duplication of classes. The tutorial method of instruction was without exception employed, and a class of thirty was unwieldy. There could thus be no objection on the score of either economy or efficiency to a college at Montreal, another at Kingston, another at Toronto, and another at London. The spirit of emulation would lead to better work in all, and distribution would bring them within reach of a greater number, and was an important consideration when facilities for travel were yet extremely imperfect. Another important consideration was the lack of a system of grammar schools by which students could be properly prepared for the

university. The grammar schools were still largely elementary schools for the wealthier classes. For a supply of students King's College depended upon Upper Canada College, Victoria on her preparatory department.

So strong was the force of objections raised on religious grounds that, in 1850, an amending or explanatory Act was passed making provision for religious instruction by officers appointed by the several religious denominations and paid by them. This Act disclaimed in express terms any inimical intent towards religion in the constitution of the University. The provision for religious instruction was carried into effect by a series of regulations adopted by the Visitorial Commission of 1851. In view of this amendment an Act was also sought and obtained authorizing the removal of Victoria College to Toronto, with the purpose of becoming affiliated to the University. The plan proposed was that the literary work of the preparatory college, together with that of Divinity, should be continued in Cobourg, while the university work in Arts should be transferred to Toronto. At the next session of Parliament, further efforts were made to amend the constitution after the model of the London University. These failed, and are only of interest as the first movement in the direction subsequently adopted in the Act of 1853.

During the first year, under the new Act, 1851-2, the University of Toronto enrolled sixty-eight students in Arts, of whom thirty-three were matriculated, and thirty-five occasional students. Thirty-three of the latter were students in Hebrew, the first fruits of the affiliation of the theological schools. The enrolment of fourteen matriculated students in the First Year, with two others not fully matriculated, gave promise of better things for the future. There was a class of eleven in the Third Year, and of eight in the Second.

A very important result of Mr. Baldwin's Act was the appointment of a Visitorial Commission to examine both the accounts and the financial management of the endowments. This Commission reported from time to time, and made their final report in 1850. The period under review was divided into two sections. The first extended from the date of the charter, 1827, to the date of the Commission, 1839; the second, from 1839 to the close of 1849. The following sentence gives the main result of the inquiry:

"From the footings of the statement it will be seen that out of a total capital of £336,930 19s. 8d. realized, or at the command of the University authorities, there have been totally alienated in current expenditure and losses £166,319 11s. 8d.,

leaving a balance of £170,611 8s. 0d. These assets stand rated at the figures representing their original cost as introduced into the accounts. The present value of some of them is, no doubt, greater than the cost, but that of others must be correspondingly less."

This statement does not include lands unsold, largely under lease, 88,974½ acres. The statement of expenditure and income shows the true fiscal position of the University during the last seven years (*i.e.*, during the period of actual operation); during that period the total income was £54,156 13s. 9d., and the total expenditure £73,489 8s. 5d., showing a deficit of £19,332 14s. 8d. Of the expenditure out of the capital, £75,504 5s. 0d. is charged as a loan to Upper Canada College, and £56,359 18s. 2d. to expense, which included the management of the property. The acquisition of the University Park is the one bright spot in this report, and the commissioners evidently appreciated the prospective value of the property, and foreshadowed the policy which has already turned so large a part of it to commercial account.

After the session of 1851, Mr. Baldwin passed out of Parliament, and Mr. Hincks became the Upper Canadian leader of the Government. In the second session of his administration, he made another attempt at the settlement of the University question by an amendment to the charter. The model now taken was the University of London, which had already been before Parliament in the bills of Mr. Sherwood and Mr. W. H. Boulton. The fundamental principle of Mr. Hincks' bill was the withdrawal from the University of the work of teaching, all instruction being relegated to separate but affiliated colleges. For this purpose, University College was created a separate corporation, and the faculty of Arts transferred to it. To the University, represented by the Senate, was given the management of the endowment, the enactment of all university statutes, and the functions of examination and of conferring degrees. The faculties of Law and Medicine were discontinued, the field being left to independent affiliated colleges. The characteristic feature of this constitution was this scheme of affiliation under which all teaching was to be conducted. University College, now a separate corporation, provided for a full course in Arts, and was the first affiliated college. Other colleges in Arts were invited to a similar affiliation, but without loss of their separate university powers. The privileges of affiliation were representation on the Senate and admission of students to examinations and to competition for honours and scholarships. If this latter privilege was accepted, it placed the control of the curriculum of all the

affiliated colleges in the hands of the Senate; and when to this was added the influence of examinations, it was evident that the system would bring the affiliated colleges completely under the control of the central university. Thus, for the first time, the examination system was introduced into our educational work, which, wherever adopted, tends to place the teacher under the control of the examiner and to reduce the teaching body to a drill-school for examination. Accordingly, to enter this affiliation was to assume an unknown burden of work. It was doubtless intended to grant some assistance to the affiliated colleges in bearing this burden, and for this a clause of the Act was supposed to provide. The supposition was seen to be illusory. The senate was required, first, to make provision for the expenses of the University, and next for University College, and then the surplus, if any, was at the disposal of Parliament for the assistance of higher education. It is needless to say that there never was a surplus.

The outlying colleges, inexperienced as they were in the far-reaching effects of this new system borrowed from France and the brain of Napoleon, entered, with the exception of Trinity, into affiliation. It is not known that they ever sent up a student for examination. An instinctive fear made them hesitate to place themselves under a yoke, which deprived their teaching of all freedom. The country did not furnish an abundant supply of examiners, and the majority of those appointed were professors of University College. This relieved one institution from the evils of the system, but made it all the more objectionable to the others. The final result was failure of the system as a means of the unification of the university work of the country.

CHAPTER II

DEVELOPMENT OF THE UNIVERSITY OF TORONTO
1853-1887

To MAKE a university truly national it is not sufficient to provide that it be controlled by the state. It must gather the support and confidence of the great body of the people. It must meet their needs and correspond to their ideals and convictions. In the spirit of friendly co-operation, it must place itself in touch with the whole educational work of the Province, whether maintained by the state or otherwise. To attain such an ideal was under the circumstances no easy work. Notwithstanding the fact that this provincial university was ably manned, liberally supported and equipped, and that excellent work was thus done, there were elements present which prevented the success of the scheme in its broader purposes. The vital centre of the University was University College. The University itself was only a legislative and examining body. The active and controlling element was the faculty and graduates of University College. University College was thus in reality the University; the faculty of University College included the former faculty of King's College; King's College had been the sectarian rival of Victoria and of Queen's; to this heritage of rivalry University College unfortunately, though naturally, succeeded. In one way only could this have been prevented, viz., by a strong and persistent effort to bring the two outside colleges into the common unity of the University. Such an effort was not made, and possibly such a result was not desired by the majority of the members of the new University Senate. On the other hand, Victoria and Queen's, situated the one seventy and the other one hundred and sixty miles from the University, found little to attract them towards a body from which they were thus geographically severed. They were offered the common degree and scholarships; but their natural pride led them to believe that their own degree was as good as the one offered; and while the large scholarships might have benefited their students, the conditions were not tempting. There were no provisions for local examinations. The examiners were largely professors of a rival

college, a disadvantage which, however unquestioned might be the honour and justice of the examiners, could not be entirely overcome. After four years, the attendance of the heads of the outside colleges at the meetings of the Senate began to diminish; none of their students had presented themselves for degrees or scholarships, or even as candidates for examination. There had been no surplus from the provincial endowment from which they could hope for aid in the instruction of their students.

At this time the number of undergraduates in Arts of the several colleges stood as follows: University College, 63; Trinity, 41; Victoria, 33; and Queen's about the same number. Thus, out of some 170 matriculated students in the Province, 63 were pursuing their studies in the provincial university, and 107 in the outlying colleges.

The natural consequences of such a state of affairs were not long in making their appearance. The state university was well endowed out of public funds, and had an advantage over its rivals in its sixty-one scholarships, each of the value of one hundred and twenty dollars. Its annual expenditure was about $40,000; that of its rivals less than $10,000 each. The feelings aroused by the comparison brought about, among the outlying colleges, a combined attack upon the management of the provincial university as extravagant and wasteful, and as swallowing up public funds for the exclusive benefit of a minority of the student-body of the country. The matter was brought to the notice of the Legislature by various petitions, and was, in the session of 1860, referred to a special committee. The committee, after taking voluminous evidence, was replaced by a commission appointed by the Governor-General as Visitor of the University. It consisted of the Hon. James Patton, Vice-Chancellor of the University, and of John Beatty, M.D., of Cobourg, and John Paton, of Kingston. Its report, dated 1862, was never acted upon. The only result of the agitation to the outlying colleges, was an increase of their annual grant from Parliament to $5,000 a year, and the awakening of great bitterness on the university question.

Neither the parliamentary committee nor the commission reached the root of the matter. The true need was a comprehensive constitution for the provincial university, which should unite all sections of the people in its support. Such a desideratum was postponed for a whole generation. Indeed all parties had yet much to learn. The outlying colleges were willing, at least some of them, to enter the provincial university, on a plan modelled after the University of London, but they connected with this the idea of a partition of the university

endowment funds. They had yet to learn that as institutions of the Christian churches they must stand upon the voluntary principle alone, and that they would find there a safer, stronger and in every way a more desirable foundation than in any form of state aid. The state college had yet to learn that her attitude to the denominational colleges must not be that of rivalry, but of friendly co-operation. She had also yet to learn to estimate at their true value the strength of conviction and loyalty of attachment which made the reduction of the church colleges to divinity schools a moral impossibility.

In 1867, the whole question was thrown into the narrower arena of provincial politics, and, in the session of 1867-8, the grants to the denominational colleges were passed with the distinct intimation that henceforth they should entirely cease. To those opposed to the denominational colleges, this seemed to be their death-knell, and, to many of their friends, it was a day of deep discouragement. It proved, however, to be the beginning of a vigorous and independent life, such as they had never known before. In a few years, their income from voluntary subscriptions was greater than had ever been received from the public treasury. Not only were general endowments provided, but specific chairs and scholarships, to counter-balance those offered by the provincial university; new buildings were also erected. In the course of ten years they were able once more to compete successfully with the state university, and even to surpass it in some departments of their equipment. The attendance of students was also largely increased, so that they still had on their registers one-half, or more, of the matriculated students of the Province, a result reached in part by their acceptance, at matriculation, of teachers' certificates and of High School Intermediate Examinations *pro tanto,* and by holding their joint matriculation examinations at local centres.

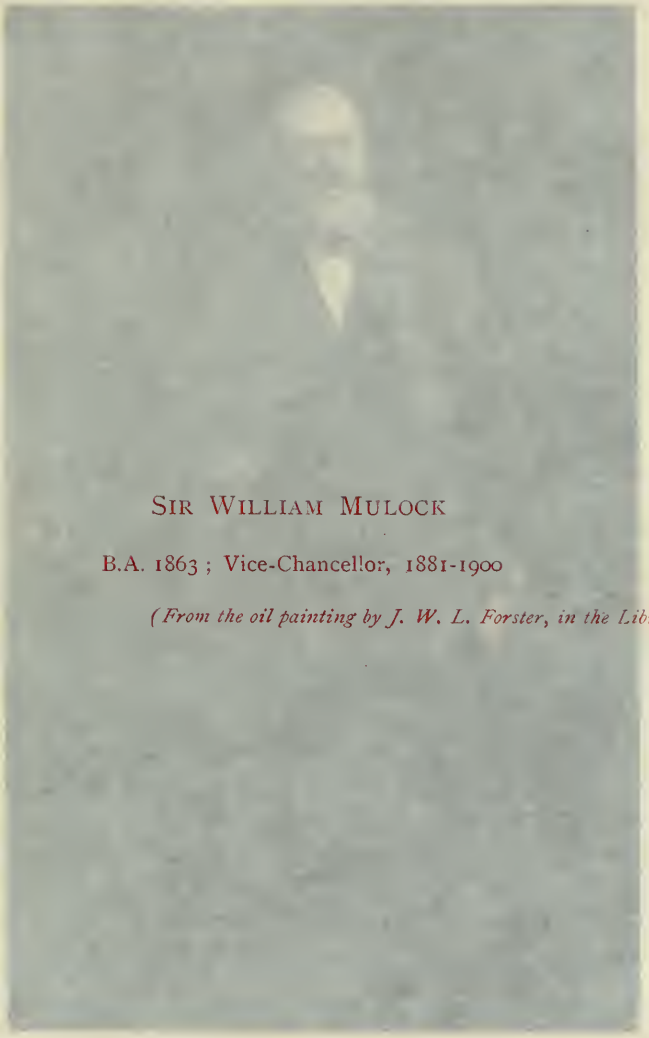
Meanwhile, the University endowments derived from the sale of the original grants of land reached their maximum. The rate of interest began to decrease, and in consequence the income of the University could only be maintained by encroachments upon its magnificent park and by increase of students' fees.

About the same time the great modern movement of university development which had already exercised a profound influence in Germany, Britain, and the United States, began to make itself felt in this country. This movement, which showed itself first in the immense extension of the physical and biological sciences, presently profoundly affected and widened the spheres and methods of all other studies: history, literature, and even

philosophy. The results, on university life and work, of this vast development were manifold. One of the most important was the adoption of laboratory and seminary methods of study, which involved the building and equipment of laboratories, museums and libraries at very large expense. Another was the multiplication of courses of study, involving an increase in the teaching staff. Another was post-graduate work, and another very general result was the introduction of options into the B.A. course. This latter principle had been recognized in the curriculum of the University of Toronto as early as 1855, in an option between ancient and modern languages in the Third and Fourth Years, and in an option between the different sciences in the Fourth Year. These opportunities for specialization were gradually extended, especially by the curriculum of 1877.

In 1883, the inadequacy of the resources of the University of Toronto for the work now demanded of a university compelled an application to the legislature for direct assistance. The outlying colleges at once objected, urging that they were doing one-half or more of the university work of the country, that all public aid had been withdrawn from them, and that they could never consent to direct legislative grants being made to a college which was, while in name and endowments provincial, in reality one of several rival and competing institutions. Hitherto the University had been maintained by a grant of Crown Lands made by the Home Government. At first this was regarded, not so much as a grant of the property of the people, as a munificent gift from the King. Now, however, the legislature was asked for a new grant directly from the funds of the Province, *i.e.*, of the whole community. So long as such employment of the public funds seemed to be made in disregard of the interest of the majority, or even of any large section of the people who stood firmly together, it was a political impossibility. A vigorous controversy soon made this most fully evident.

At this juncture the University was fortunate in having as its Vice-Chancellor and the active leader of its financial affairs Mr. (now Sir) William Mulock, a gentleman of broad patriotic instincts and large views, who had not been entangled in the controversies of the past. From him came an appeal to the patriotism and progressive sympathies of the outlying colleges. In a letter addressed to them he virtually said: "Is it impossible for this Province to secure a university worthy of the name? Is there no way in which we can unite to this end?" Then once more the ideas of Robert Baldwin and William Henry Draper, of Dr. Liddell and Egerton Ryerson came to mind; a plan for realizing a truly provincial university began to shape itself. A



SIR WILLIAM MULOCK

B.A. 1863 ; Vice-Chancellor, 1881-1900

(From the oil painting by J. W. L. Forster, in the Library)

UNIVERSITY

union of colleges in a common university had been proposed at length some years before by Dr. J. G. Hodgins ("Canadensis"), and had been repeatedly suggested by Professor Goldwin Smith. But the Canadian mind had failed to grasp the principle on which the ancient universities of England had been constituted, and which was in the thought of Professor Goldwin Smith. To some the proposition seemed to carry with it the idea realized in the University of London, an idea which had failed, both in France and England, to give the best results. To other minds, university consolidation meant a group of theological colleges gathered about a single Arts college maintained by the state. Neither of these conceptions satisfied the principles and convictions upon which Trinity, Queen's, and Victoria had been founded and maintained. Under one scheme, the enlarged public advantages would not be equally accessible to the students of all the colleges. Under the other, the now rapidly increasing body of Arts students would be left without those influences of personal culture and of moral and religious life for which the denominational colleges stood. These facts had already, as early as 1880, led the present writer to the conception of a federation of Arts colleges in a common university which should combine the advantages of a compact college with those of the large and adequately equipped institution.

The letter of Vice-Chancellor Mulock was first forwarded to President Nelles, of Victoria; the latter discussed the matter with the present writer, who presented his idea of a federation, which involved the removal of Victoria as an Arts College to Toronto. The whole scheme was next laid before Principal Grant at Queen's, who approved of the general plan, but pointed out the special difficulty of Queen's; having just completed a fine building in Kingston at a cost of nearly seventy thousand dollars, she could not afford to sacrifice so large an amount by removal to Toronto. It was next presented to Provost Boddy, of Trinity, who, while ready to accord it consideration, desired a more complete working out of details. These communications did not partake of the character of secret negotiations. They were open, frank, and friendly consultations of all the parties upon whom rested the responsibility of university work. They were not carried on through the public press, for the obvious reason that no greater mistake can be made than to throw into the arena of public controversy a half-finished and immature scheme. First of all, it was absolutely necessary that the standpoint of each of the institutions concerned should be clearly ascertained, and as far as possible their views and requirements harmonized in detail.

After individual conferences, a meeting was called of representatives of all the colleges interested, namely, the University of Toronto (including her affiliated Colleges: Knox, Wycliffe and St. Michael's), Victoria, Queen's, Trinity, and McMaster, then known as the Toronto Baptist College. At the first meeting the writer, introduced by Chancellor Nelles, presented the general principles of the suggested federation. At subsequent meetings held during March and April, somewhat divergent schemes were brought forward by McMaster and Queen's, and the whole subject was discussed from various points of view. These preliminary meetings were with a view to securing a complete understanding of the situation. The agreement on fundamental points seemed to be such as to warrant a report to the Hon. G. W. Ross, then Minister of Education, that a more formal conference might be called with advantage. Accordingly, by the following letter, the Minister formally invited the representatives of the universities and colleges of Ontario to a conference on the question of higher education:

TORONTO, July 8th, 1884.

SIR,—In view of the unsettled condition of the public mind in regard to the best way of promoting higher education in the Province, so far as it comes within the scope of the different universities, I felt it might aid in the solution of the question if a conference were held of those specially charged with the responsibility of directing this department of public education. I am encouraged by statements already made to me that the proposal to hold such a conference meets with general approval. The fullest liberty will be afforded for all to state their views—confidentially and informally if they so desire—in the hope that by a frank and cordial discussion whatever difficulties exist may be removed and the cause of higher education promoted. The date fixed is Thursday, the 24th instant, at 2 o'clock p.m., in the Education Department.

The undermentioned, as representing the different universities and colleges, have been invited.

Hoping you will find it convenient to attend,

I remain,

Your obedient Servant,

(Signed) GEO. W. ROSS,

Minister of Education.

Vice-Chancellor, Toronto University.

President, University College.

The Chancellor and Principal of Victoria.

The Chancellor and Principal of Queen's.

The Chancellor and Provost of Trinity.

The Principals of St. Michael's, McMaster Hall, Wycliffe College, Knox College, and Woodstock College, and Representative of Congregational College of British North America.

Preparatory to this meeting, the representatives of the denominational colleges met and appointed a committee, consisting of the Rev. C. W. E. Boddy, Provost of Trinity, the Rev. J. H. Castle, Principal of McMaster, and the Rev. N. Burwash, of Victoria. This committee was not authorized to draw up a plan of federation, but only to put in form for the larger conference the points on which substantial agreement had been reached, and also a statement of points still to be discussed. Their report, dated July 21st, 1884, is as follows:

Report of the sub-committee appointed July 20th, 1884, to draw up for the benefit of the conference, when called to meet again before the end of September, a memorandum of what has been generally agreed upon at this meeting; and with reference to matters on which there is a lack of unanimity to formulate questions for the next meeting.

It appeared to be the general opinion of the conference:

1. That any scheme for university confederation necessitated the full preservation of the existing university colleges for Arts purposes, as colleges efficiently equipped for giving instruction in at least the ordinary branches of a collegiate course. On this point a subsidiary question was raised as to the preservation or not of University College, and this question remains for further consideration.

2. That it was essential to any efficient system of education that all persons who shall become graduates of the new university shall be *bona fide* members of one of the confederating colleges, and shall have attended the regular lectures of such college.

3. That the common university to be established should not only confer degrees, but should also maintain a university professoriate, based upon the general lines of the university professoriates of Oxford and Cambridge. That there should be a general division of teaching work between the university and college professoriates, so as to obviate the danger of serious interference, and that the more special subjects should be lectured on by the university professoriate. There was difference of opinion, however, as to (*a*) whether any exact line of division should be drawn; (*b*) if so, at what point it should be drawn.

4. That the Government should undertake to make good to such confederating colleges, as will incur necessary outlay in removal of buildings, loss of fees, etc., the amount of such outlay, so as to prevent the appropriation, to this purpose, of funds which the colleges hold in trust for their own educational work.

5. That the confederating colleges now possessing university powers should agree to hold in abeyance the exercise of their chartered powers to confer degrees in the arts and sciences whilst members of the confederation, it being understood that such rights remain intact though not exercised.

6. That in the constitution of the common senate, there should

be a fair proportionate representation of each of the confederating colleges, and that in the convocation of the common university the graduates of all the colleges now possessing university powers should have equal rights.

7. That in all matters relating to discipline and internal regulations each college should be independent and governed by its own board of regents, subject only to any general regulations with regard to college fees, should any such regulations be passed by the university senate.

8. That the colleges now possessing university powers, and which it is proposed to bring into the confederation, be maintained by their own resources. The clause, however, is not to be understood to prevent University College receiving a thoroughly adequate initial endowment to enable it to do the work which is generally assigned to colleges under this scheme.

There appears to have been a lack of unanimity with regard to the following questions:

1. Shall University College be maintained or not?

2. Shall any exact line be drawn between the functions of the university and college professoriates? If so, at what point shall such lines as to maximum and minimum come?

The following points have not yet been discussed, but will require consideration:

1. In what way should the common university professoriate be appointed?

2. What shall be the relation of theological schools to the colleges and to the university?

3. In what way shall degrees in Medicine, Law, and Music be conferred, and what shall be the position in the university of existing schools in these subjects?

(Signed)
C. W. E. Boddy, *Chairman.*
N. Burwash.
Jno. H. Castle.

This document does not at all represent the original plan of federation, as outlined by Dr. Burwash at the first meeting. That plan had included, as fundamental, the maintenance of the Arts colleges, including University College, and a distinct line between college and university work. He had suggested two propositions as to where this line should be drawn: one, that the colleges should take Philosophy, History, Literature, and Languages; the other, that the colleges should take the Pass and the University the Honour work. The former was, with some modifications, eventually made the basis. The fourth proposition of the first eight was added, with the concurrence of all parties, to meet what appeared to be the just needs of Queen's, which had expended a large sum in the erection of new

buildings. The representatives of Victoria were considering other methods of utilizing the Cobourg property.

The conference called by the Minister of Education, after a general consideration of the subject, adjourned until autumn. On reassembling, a new scheme, prepared from the point of view of the University of Toronto, was brought forward. From this time the conferences were mainly occupied with the consideration of the points which had been eliminated from the original proposal and the settlement of some new points raised. These were the following:

1. The status, in the new University, of University College. The original scheme proposed that University College should stand with the other colleges on a platform of perfect equality, having its own endowment, building, trustees and head, and with the same representation in the university as the other colleges. The new scheme insisted on the common possession by the University and University College of the endowment and buildings, a common board of management of property, and a common president. It also carefully avoided any expression which would imply that University College was one of the federated colleges.

2. It limited the separate representation of the graduates of the denominational universities to six years.

3. It eliminated all compensation for losses incident to removal.

4. It made very definite provision for the strengthening of the staff of University College, as well as for the establishment of a greatly enlarged staff of university professors, for additions to the university buildings, and to the equipment in apparatus, etc. To this provision no objection was taken, though the enlargement of University College staff greatly increased the responsibilities of the incoming colleges. On the first three points, the representatives of the University of Toronto and the Minister of Education, who now met in conference, refused all concessions. On other points the general principle of federation was accepted and developed in full.

The basis thus arrived at was by no means satisfactory to the representatives of the denominational universities. They held that it embodied elements tending to the subversion of the fundamental principle of federation: the unity and equality of a number of Arts colleges in a common university. The elimination of the provision for compensation was also fatal to the incoming of Queen's. It was, therefore, with great misgivings that on the 9th of January, 1885, they submitted the final plan to their respective governing bodies.

The plan submitted was the following:

It is proposed to form a confederation of colleges, carrying on, in Toronto, work embraced in the Arts curriculum of the provincial university, and in connection therewith that the following institutions, namely, Queen's University, Victoria University, and Trinity University, Knox College, St. Michael's College, Wycliffe College, and Toronto Baptist College, shall have the right to enter into the proposed confederation, provided always that each of such institutions shall, so long as it remains in the confederation, keep in abeyance any powers it may possess of conferring degrees other than degrees in Divinity; such powers shall remain intact though not exercised, and it shall be lawful for the senate, from time to time, to provide by statute for the admission of other institutions into the confederation under the limitations above prescribed. It being understood that nothing herein contained shall be held to repeal any of the provisions for affiliations of institutions as contained in R.S.O., Cap. 210, Sec. 61.

2. The head of each confederating college shall be *ex officio* a member of the senate of the provincial university, and in addition thereto the governing body of each confederating college shall be entitled to appoint one other member of the senate, and the University professoriate shall be represented by two of their members on the senate, and the Council of University College by one of its members in addition to the president.

3. The undergraduates of any confederating university shall be admitted *ad eundem statum,* and the graduates in Law and Arts of any confederating university shall be admitted *ad eundem gradum* in the provincial university. Such of the graduates in Medicine of any confederating university as shall have actually passed their examination within the limits of the Province of Ontario shall be admitted *ad eundem gradum* in the provincial university.

4. During the continuance of such confederation, but no longer, all graduates in Medicine and Law so admitted shall have the same rights, powers, and privileges as are at present enjoyed by the like graduates of the provincial university, except as herein otherwise provided.

5. All graduates in Medicine, including such admitted graduates, shall vote as one body, and be entitled to elect four members of senate. All graduates in Law, including such admitted graduates, shall vote as one body, and be entitled to elect two members of senate.

6. The graduates in Arts of the several universities entering into the confederation shall, for the period of six years after the requisite legislation shall have been obtained, be entitled to the following representation on the senate, namely, those of Queen's University to elect four members; those of Victoria University to elect four members, and those of Trinity University to elect four members. The graduates in Arts of the provincial university, other than those admitted *ad eundem gradum* under this scheme, shall be

entitled to elect twelve members of senate. After the said period of six years separate representation shall cease, and the entire body of graduates shall unite in electing a number of representatives equal to those previously elected by the several universities in confederation.

7. University College shall afford to all students who desire to avail themselves thereof the requisite facilities for obtaining adequate instruction in the following subjects in the curriculum of the provincial university, viz.: Latin, Greek, Ancient History, French, German, English, Oriental Languages, and Moral Philosophy; provided that it shall be competent to the governing body of University College to institute additional chairs which do not exist in the University.

(*b*) Attendance on instruction provided in any of the confederating colleges, including University College, shall be accorded equal value as a condition of proceeding to any degree as attendance on the work of the University professoriate.

8. There shall be established another teaching faculty in connection with the provincial university, to be called the University professoriate, which shall afford to all students of the provincial university, who desire to avail themselves thereof, the requisite facilities for obtaining adequate instruction in the following subjects, in accordance with the curriculum of the provincial university, viz., Pure Mathematics, Physics, Astronomy, Geology, Mineralogy, Chemistry (Pure and Applied), Zoölogy, Botany, Physiology, Ethnology (including Comparative Philology), History, Logic and Metaphysics, History of Philosophy, Italian and Spanish, Political Economy and Civil Polity, Jurisprudence, Constitutional Law, Engineering, and such other Sciences, Arts, and branches of knowledge as the senate of the provincial university may from time to time determine, except such subjects as are prohibited from being taught by Revised Statutes of Ontario, Cap. 290, Sec. 9. But if in the interests of the general objects of the confederation, it shall at any future time be found advantageous to have any subject transferred from University College to the University, or from the University to University College, it shall be competent to the governing bodies of the College and the University to arrange for such transfer.

9. The professors in such University faculty shall be a corporation presided over by a chairman. The same person shall be president of University College and chairman of the faculty of the University professoriate. University College and the faculty of the University professoriate shall be complementary the one to the other, and afford to all university students the requisite facilities for obtaining adequate instruction in all subjects prescribed in the curriculum of the provincial university.

10. Every graduate or student's diploma or certificate of standing issued by the provincial university, in addition to being signed by the proper university authorities in that behalf, shall indicate the college or colleges, and be signed by such professors, teachers

and officers of such college, or colleges, as its or their governing body or bodies may from time to time determine.

11. With the view to the advantageous working out of this scheme, representatives of the various colleges and the University faculty shall from time to time meet in committee, and arrange time-tables for lectures and other college and university work.

12. The senate of the provincial university may, of its own motion, inquire into the conduct, teaching and efficiency of any professor or teacher in said University faculty, and report to the Lieutenant-Governor the result of such inquiry, and may make such recommendations as the senate may think the circumstances of the case require.

13. All students, except in cases specially provided for by the senate, shall enroll themselves in one of the colleges and place themselves under its discipline. The authority of the several colleges over their students shall remain intact. The University professoriate shall have entire responsibility of discipline in regard to students, if any, enrolled in the University alone; in regard to students entered in one or other of the colleges, its power of discipline shall be limited to the conduct of students in relation to university work and duties. All other matters of discipline affecting the university standing of students to be dealt with by the senate of the provincial university.

14. The university endowment and all additions thereto shall be applied to the maintenance of the provincial university, the University faculty and University College.

15. There shall be the following staff in the University College: One professor of Greek, one professor of Latin, one professor of French, one professor of German, one professor of English, one professor of Oriental Languages, one professor of Moral Philosophy one lecturer in Ancient History, one tutor in Greek, one tutor in Latin, one tutor in French, one tutor in German, one tutor in Oriental Languages, one tutor in English, one fellow in Greek, one fellow in Latin, one fellow in French, one fellow in German, one fellow in English. Additional assistance in above subjects to be provided so that no Honour Class shall exceed 12, or Pass Class 30.

16. The University professoriate shall be adequate to give instruction in each of the following subjects, namely: Pure Mathematics, Physics, Astronomy, Geology, Mineralogy, Chemistry, Applied Chemistry, Zoölogy, Botany, Physiology, Ethnology, History, Italian and Spanish, Logic and Metaphysics, History of Philosophy, Political Economy and Civil Polity, Constitutional Law, Jurisprudence, Engineering. Similar assistance, as regards tutors and fellows, shall be provided for the University faculty to that mentioned above for the College, as may be required.

17. The University professorial lectures shall be free of charge to all students matriculated in the University, who are members of a confederating college, but that in the case of students (if any) who do not belong to any college, the senate shall determine the fees which shall be charged for the several courses of lectures in

the University. This shall not extend to laboratory fees, which shall be fixed from time to time by the senate.

18. The various colleges which are at present affiliated to any of the universities entering into the confederation shall have the right to be affiliated to the provincial university.

19. The curriculum in Arts of the provincial university shall include the subjects of Biblical Greek, Biblical Literature, Christian Ethics, Apologetics or the Evidences of Natural and Revealed Religion, and Church History, but provision shall be made by a system of options to prevent such subjects being made compulsory by the University upon any candidate for a degree.

20. No college student shall be allowed to present himself for any examination subsequent to matriculation without producing a certificate, under the hand and seal of his college, that he has complied with all the requirements of his college affecting his admission to such university examination.

21. The following also to be considered:

Completion of the Collection of Physical Apparatus, Physiological Laboratory and Apparatus, Astronomical Observatory and Instruments, and Provision for the Education of Women.

22. The University College work shall continue to be carried on as at present, in the college buildings, and the University work shall be carried on in the same buildings, in the School of Practical Science, and in such other buildings as may hereafter be erected on the present University grounds, in the City of Toronto.

A building suitable for a University examination hall, senate rooms, registrar's and other offices shall be erected on said grounds.

Additions to be made to the School of Science sufficient to afford proper accommodation for students in Mineralogy, Botany and other subjects, and for the accommodation of the Museum, which should be removed from its present quarters, in order to be more serviceable for science students.

It will be noted that there are two departures from the general plan of assigning to the University the sciences (including Political Science and History), and to the colleges Philosophy and Literature. One of these was made at the request of the University, that part of the Philosophy should be retained under the charge of Dr. G. Paxton Young; the other was made in deference to the colleges, who deemed it expedient that Comparative Philology, Italian, and Spanish (as likely to be taken by a few Honour students only), should be assigned to the common University, as at Oxford to the Taylorian Institute.

The substantial advantages offered to the outlying colleges were a common provincial university, a fair share of its advantages and honours to such of its students as were at the same time students of the university, together with the opportunity of maintaining, for those students, the social, moral, and religious in-

fluences of a college in sympathy with the church of their fathers. Financially, the relief offered by the advantages of the university professoriate was quite overbalanced by the necessity of removing to Toronto, and by the burden of competing, under the highly specialized curriculum of the University of Toronto, with the strengthened staff of University College. But the supreme motive has yet to be mentioned. The scheme afforded an opportunity of realizing a truly national university, which, in extent, equipment, and resources, might be worthy of the Province; and the advantage of combining for students of every creed the full vigour of their religious life, even in its distinctive peculiarities, with the enjoyment of the broadening influences of contact with the whole student body of the Province.

The decisions of the governing boards of the various institutions were awaited by the whole country with eager interest. Queen's, while acknowledging the high aim of the proposal, pleaded her inability to meet the expense and her obligations to Kingston and Eastern Ontario, and put in a plea for a second university for the eastern part of the Province. Toronto Baptist College expressed cordial approval of the scheme as a whole, but asked that University College be merged in the University, and that each college should be permitted to teach such part of the curriculum as it might prefer. The governing bodies of Trinity and Victoria likewise endorsed the principle of the federation, but pressed for the removal of what they regarded as its defects. The changes desired by Trinity were the following:

1. The more complete recognition of religious knowledge in the curriculum by its extension to all the Years and to Honour as well as Pass courses.

2. A restriction upon the addition by the state of new chairs in University College, such as might add unduly to the burden of the other colleges, and a similar restriction upon the transfer of chairs from the University to the College.

3. A perfect equality between University College and the other Arts colleges of the University. This was specifically defined to include separate buildings and a separate principal.

4. Suggestions for a better representation in perpetuity of the colleges in the University Senate, both *ex officio* and through the graduates.

The points on which an amendment of the scheme was sought by the Board of Regents of Victoria were very similar. The Board expressed their willingness "on educational and patriotic grounds to join in such a federation, and to move the proper authorities of our Church thereto, as they may determine, provided the following conditions are fulfilled:

"1. Equitable compensation to all colleges united in the federation for the losses incident to their entering the federation.

"2. The perfect equality of all colleges, University College included, in their relations to and rights in the provincial university.

"3. Such an arrangement as shall secure to the alumni of all the colleges an equitable representation in perpetuity.

"4. That the chairman of the university professoriate be appointed by the Government.

"5. That the transfer of subjects from the University College course to the course under the university professoriate, or *vice versa*, shall be made only by a three-fourths majority of the Senate."

The Senate of the University of Toronto expressed their general concurrence in the scheme, and their willingness to co-operate; they recommended that the necessary legislation be introduced to give it effect. They also called attention to "the necessity of increasing the financial resources of the University in order to carrying out the confederation plan." The Senate of Knox College expressed their approval of the plan, their desire that both the University and University College be maintained in full efficiency, and their hope that the Government would be prepared to deal equitably with any colleges or universities in the matter of pecuniary loss necessarily incurred in order to take advantage of the scheme of confederation. It is a fact worthy of note that the finding of all these various bodies, with interests so diverse and independent of each other, unite in approval of the general principle of federation; it is scarcely less remarkable that the two universities which have since entered, agreed closely in their judgment of the defects of the plan.

Notwithstanding, the plan of federation as thus proposed would probably have been dropped but for the fact that the Board of Regents of Victoria University had not the final power to deal with it. They were required by their charter to report to the General Conference of the Church. There the question was to be finally determined. The Board, however, was really favourable to the scheme and took measures at once to secure amendment of its defects, in order to commend it as far as possible to the supreme body. These measures were of very partial avail. A year elapsed without anything more than a formal acknowledgment of the receipt of the representations of the Board of Regents. In view of the approaching General Conference, a meeting of the Board of Regents was summoned for February 11th, 1886, and a deputation appointed to ascertain the intentions of the Provincial Government in such a form

as would enable the Board to take action and lay the matter definitely before the General Conference. Although the Government promised to give the required information, Dr. Nelles, at the meeting of the Board on May 10th, could only report that he had received a private note from the Minister of Education which he did not feel at liberty to make public. The chairman was then instructed to write to the leader of the Government, Sir Oliver Mowat, requesting an authoritative answer. On the 20th of May the answer was received, bearing date March 20th, 1886, to the following effect:

If, for the present, Victoria alone should come in, the Government will not be deterred from taking the steps necessary to bring the scheme into practical operation.

With regard to equitable compensation to the colleges for the losses incident to entering federation, it is our hope and expectation that, on the whole, there will be no loss, but great gain. It is to be borne in mind that the legislative action of the Province hitherto, and the prevailing sentiment of the people, are against grants to denominational colleges. I refer you to the recent letter of the Minister of Education to Dr. Nelles on the subject of a site in the Park. You have received a copy of this letter, and are at liberty to communicate it to your Board. While we may deal with the matter of a site as Mr. Ross mentions, I hope that any further compensation will not be regarded as necessary, desirable or practicable.

With regard to changes in the basis we should be glad to accede to any approved alteration which would make the scheme more acceptable to Victoria and to the other parties interested. But I am sure you will recognize the propriety of the Government not committing itself to any details of this kind without first giving to all the colleges an opportunity of considering them, and expressing their views upon the changes proposed, or devising in conjunction with representatives of Victoria some new scheme in substitution for the present one.

The present scheme, as you are aware, was not approved of in all its details by any of the learned bodies accepting it as a whole, but was so accepted as a compromise of conflicting opinions and diverse interests, and I cannot conceal from myself that a reconsideration of the details may not be without danger to the common object. I gathered from the deputation that the point on which the Board feels the most anxiety is as to the security there may be for the permanence of the University professoriate, and it was proposed that something more than the vote of a mere majority of the senate should be required for the transfer of subjects from the University professoriate to University College, and *vice versa*. The permanence of the University professoriate is an essential part of the confederation scheme, and hasty or questionable changes are to be guarded against. But besides the vote of the senate, confirmation

by the Governor-in-Council would be necessary, and if the further security of a two-thirds or three-fourths vote in the senate should on consideration be deemed important, I do not see any solid objection to this change.

For the reason already intimated, I do not at present remark on the other alterations proposed by your Board. I hope that the Board will look on them all as being of minor importance in relation to the practical working of federation, and as not essential to the adoption of so important and comprehensive a measure as that under consideration; for, looking at the scheme as a whole, I firmly believe that it will be found well adapted to promote the efficiency of the University work of our country, as well as to advance the religious and patriotic objects, with a view to which the scheme was in part devised.

Yours very truly,
(Signed) O. Mowat.

The following is the letter from the Minister of Education referred to above:

Toronto, 8th May, 1886.

My Dear Dr. Nelles,—The Attorney-General, before he left for the West, read in Council a letter, which, after reading, he sent to you respecting federation. It was stated in this letter that you would hear from me shortly thereafter in regard to a site in the Park for your University. The reason for a little delay in my writing has been this: in the case of Knox College, a previous Government had refused a site to the trustees of that College, notwithstanding their expressed willingness to purchase at full market price. Subsequently the site for McMaster Hall was paid for at the regular market price, and the site for Wycliffe College was leased to the College at a rental. St. Michael's College occupies a location outside the University grounds, procured without Government aid. In view of these facts, as well as for some other reasons, we thought it expedient, in the common interest, to get from the affiliated colleges an express recognition of the propriety of treating the case of Victoria University, as under all the circumstances exceptional. The heads of the colleges referred to, including University College, were, therefore, severally seen by the Attorney-General and myself. All expressed themselves very cordially respecting Victoria University, and appeared willing that the Government should deal with Victoria as liberally as possible. It was then suggested to each of these gentlemen that a resolution to the effect mentioned should be passed by his college. I have not yet received the expected resolutions, but am sanguine that they will be passed, and even without them it is not likely that any objection will be offered. I am at liberty to say that so far as the Government is concerned there will be no difficulty whatever.

Yours truly,
(Signed) G. W. Ross.

The Rev. S. S. Nelles, D.D., &c., &c., Cobourg.

In this way partial concessions were secured on two points. On the other three—the independent presidency of the University, the equality of the colleges, and the permanency of representation of the alumni—no change was made. In this form the question was referred to the General Conference in September, 1886. After full discussion a resolution in favor of federation was carried and measures devised to secure the necessary funds, then estimated at half a million dollars.

During the session of the Legislature immediately following the action of the General Conference of the Methodist Church, the Federation Act was passed by the Legislature and was assented to 23rd April, 1887.

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CHAPTER III

DEVELOPMENT OF THE UNIVERSITY OF TORONTO

(1887-1903)

As the Federation Act of 1887 forms the basis of the new University constitution it is important to give a summary of its provisions.

The university corporation, the chancellor, vice-chancellor and senate, and all existing [illegible] rules, and regulations [illegible] provisions. In the same way the corporation [illegible] with all existing [illegible] of University College were continued. [illegible] the University and University College [illegible] were to be controlled, [illegible] separate Act. The University was to be governed, as heretofore, by a senate; but there was now added for [illegible] functions a University Council. The functions of Convocation continued, but to its membership were now added the graduates in Arts, Law, and Medicine of all federating universities. The chancellor and vice-chancellor were to be elected as heretofore, and their [illegible] duties continued. The composition of the Senate was enlarged by several important additions. The Minister of Education and the heads of federating universities and colleges were added to the *ex officio* members; a representative of each of the federating universities and colleges was added to the appointed members, and the graduates in Arts of each federating university were empowered to elect one representative for every hundred graduates on the register of the University at the time of the Act coming into effect. The graduates in Medicine were entitled to elect four representatives, and the graduates in Law two. The members of Convocation were thus for the first time in the [illegible] of representatives on the Senate separated by families. The [illegible] representation in Arts of federating universities was [illegible] years. All the functions and powers of the Senate were continued; but no student could be admitted to university [illegible] without a certificate that he had complied

The Main Building

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As THE Federation Act of 1887 forms the basis of the new University constitution it is important to give a summary of its provisions.

The university corporation, the chancellor, vice-chancellor and senate, and all existing appointments, statutes, rules, and regulations were continued subject to the new provisions. In the same way the corporation and council, with all existing statutes and appointments of University College, were continued. The property and income upon which the University and University College were in common founded were to be controlled, as formerly, by the provisions of a separate Act. The University was to be governed, as heretofore, by a senate; but there was now added for certain executive functions a University Council. The functions of Convocation continued; but to its membership were now added the graduates in Arts, Law, and Medicine of all federating universities. The chancellor and vice-chancellor were to be elected as heretofore, and their official duties continued. The composition of the Senate was enlarged by several important additions. The Minister of Education and the heads of federating universities and colleges were added to the *ex officio* members; a representative of each of the federating universities and colleges was added to the appointed members, and the graduates in Arts of each federating university were empowered to elect one representative for every hundred graduates on the register of the University at the time of the Act coming into effect. The graduates in Medicine were entitled to elect four representatives, and the graduates in Law two. The members of Convocation were thus for the first time in the election of representatives on the Senate separated by faculties. The separate representation in Arts of federating universities was limited to six years. All the functions and powers of the Senate were continued; but no student could be admitted to university examination without a certificate that he had complied

with all the requirements of his college affecting his admission to such examination. The University now became a teaching body, with power to constitute faculties in Arts, Law, Medicine, and Engineering. Its faculty of Arts included the following subjects: Mathematics, Physics, Astronomy, Geology, Mineralogy, Chemistry (Pure and Applied), Zoology, Botany, Physiology, History, Ethnology, Comparative Philology, History of Philosophy, Logic and Metaphysics, Education, Spanish and Italian, Political Science (including Economics, Jurisprudence and Constitutional Law), and such other sciences, arts and branches of knowledge as the Senate may, from time to time, determine, unless otherwise prohibited by this Act. The subjects of Religious Knowledge were included as options in the Arts curriculum, but no provision was made for teaching them. The lectures in the university faculty were made free of charge (excepting in the case of laboratory fees, and of all fees in the faculties of Medicine and Law) to all matriculated students enrolled in a federating university or in University College. The determination of fees for other students attending lectures was left with the Senate. The University Council was to consist of the president, who was, at the same time, president of University College, and of the professors of the University; its authority was limited to the maintenance of discipline, the control of officers and servants, the direction of University societies, and the control of all occasional lectures and teaching. The condition of federation with the University was suspension of the power to confer degrees on the part of the federating university. On notification of the Provincial Secretary to that effect, the proclamation of the Lieutenant-Governor-in-Council should then complete the federation. The power to confer degrees thus held in abeyance, could only be resumed a year after notice of the intention to withdraw from federation had been given to the Provincial Secretary. During the term of federation, the federated colleges were prohibited from affiliation with any other university. The constitution and work of the college in federation was represented by University College. University College continued to hold its separate corporate powers; its council consisted of the president, the professors, and the dean of residence; and these were entrusted with full power for the government of the college. The subjects of instruction assigned to the college were Greek, Latin, French, German, English, Oriental Languages, Moral Philosophy, and Ancient History. The transfer of subjects from the college to the University, or *vice versa*, required the unanimous consent of the Senate. The entire Act involving these changes in the constitution of the

University was to take effect by proclamation of the Lieutenant-Governor-in-Council; but the sections relating to the establishment of faculties of Law and Medicine were made to take effect at once.

During the year, the Senate entered into an arrangement with the Toronto School of Medicine, already in affiliation with the University, by which its professors became the Medical faculty of the University. A similar arrangement with the Law School was not consummated. On the 11th of April, 1889, the remaining sections of the Act were brought into operation by the proclamation of the Lieutenant-Governor-in-Council; and Sir Daniel Wilson, LL.D., was thereupon appointed president of the University, while continuing to be *ex officio* president of University College.

A prolonged conflict over the entrance of Victoria University into federation was brought to a close at the General Conference of the Methodist Church in 1890; and on the 12th of November, 1890, the proclamation of the Lieutenant-Governor-in-Council was issued federating Victoria with the University of Toronto. Immediately thereafter, its representatives took their place on the University Senate. The buildings of Victoria in Queen's Park were completed, in the autumn of 1892, at a cost of $230,000, and constituted an important addition to the fine group of university buildings.

The years that followed the entrance of Victoria College into federation raised and solved another important constitutional question. The federated University of Toronto then included the following bodies: the University faculty of Arts, the University faculty of Medicine, University College, Victoria College with faculties of Arts and Theology, two theological colleges—Knox and Wycliffe—closely associated with University College; St. Michael's College, which taught besides Theology two university subjects and one college subject, belonging to the department of Philosophy. There were also in affiliation a number of professional and secondary schools. The hope was entertained by many, and sometimes expressed, that Victoria should shortly relinquish her Arts faculty and become a theological college. The Chancellor of the University of Toronto himself had at an early stage of the negotiations given expression to such a view in a public address at Convocation. Such a development would have overturned the fundamental principle of federation, would have rendered many of its intricate provisions useless, and would virtually have brought the University back to its position in 1853,—a single Arts college with a number of affiliated theological schools. The success and rapid growth of

Victoria as an Arts college, and the entrance of Trinity into federation have rendered such an outcome impossible, and insured permanence to the comprehensive and adaptable constitution attained through federation.

Before considering the further development of the constitution under federation we must direct attention to the consequent enlargement of its staff and equipment. In order to make effective the sections of the Federation Act which contemplated the enlargement of the University, a joint committee of the Board of Trustees and the Senate was appointed to report on the state of the endowments and revenue, and also upon the requirements of the University. Of the committee the Chancellor, the Honourable Edward Blake, was chairman, and the able and exhaustive report submitted April 13th, 1891, was mainly his work. After discussing income, expenditure, and available resources (questions which have since been practically solved by experience) the report proceeds to set forth the wants of the University in buildings, apparatus, library, staff, and salaries.

The unfortunate fire of February 14th, 1890, had rendered necessary the reconstruction of the Main Building, which was carried out in accordance with the new requirements. These involved a separate building for the library, the cost of which was met by subscriptions from friends of the University. The restoration of the Main Building and the erection of the Library were completed in 1892. In consequence of the organization of the faculty of Medicine, a new building, adapted to modern needs, had in 1888 been erected for the Biological Department, and in 1892 this was enlarged. A gymnasium was erected in 1894 and a chemical laboratory in 1895. The School of Practical Science was also enlarged to double its original capacity. A building for Mineralogy and Geology, a convocation hall, and a residence were suggested. In the meantime temporary provision was made for Mineralogy and Geology in the School of Practical Science, and later in the Biological Building.

At the date of this report the staff of the University included ten professors, three lecturers, and eleven fellows and assistants; that of University College included four professors, five lecturers and three fellows—in all, twenty-four in the University and twelve in University College. The report recommended an addition of five to the staff of the University, and four to that of University College. At the same time a plan was proposed for the adjustment of salaries, according to length of service and status, and various advancements in status were recommended. Experience has proved that this estimate of requirements was very inadequate. The increase of students has been such that the

Arts faculty of the University in the session 1904-05, with the additions consequent upon the accession of Trinity, employs the services of twenty-one professors and associate professors, twelve lecturers and thirty-two instructors and assistants. The staff of University College consists of eleven professors and associate professors, and seven lecturers and instructors. That of Victoria College consists of twelve professors and associate professors, and two lecturers and instructors; that of Trinity College of fifteen professors and lecturers. The entire staff now engaged in the instruction of undergraduate and post-graduate students in Arts thus consists of eighty instructors, with thirty-two assistants, chiefly in laboratory and experimental work.*

As the anticipations of growth have been surpassed, so the estimated resources have fallen short. The endowment from the sale of lands had many years before reached its maximum, and the rate of interest had progressively decreased. There now remained, for expansion, only fees and the conversion of the magnificent University Park into a source of income. By doubling the fees paid by students, the income from this source both to the colleges and to the University was greatly augmented. A collapse in real estate defeated the project of leasing or selling large portions of the Park, and it soon became apparent that such a policy was inconsistent with future growth, which will render needful for academic purposes more than the available space. The federation scheme had originated from the financial necessities of the University; its success rendered financial aid from the Province more than ever imperative. Such aid has been generously given. The story of what the Legislature has done for the University in this respect is outlined in a later chapter.

We may now return to the development of the constitution under federation. The points to which exception had been taken by Victoria, and substantially by Trinity also, in 1885, were five in number. The demand of compensation for loss by removal had been dropped, and relief was afforded in the case of Victoria by the grant of a site in the Park, and by the Government's purchase of the Cobourg property. The allotment of subjects between University and College had been adjusted. There still remained the question of the permanent representation of the graduates on the Senate as members of colleges and not as a single graduate body, and the question of permanence and complete equality of the Arts colleges in the federation. The irregularity appeared in the common presidency and in the lack

* See Appendix A., for a list of the members of the staff.

of definite distinction as to the buildings and finances, and in the relation *ex officio* of the president of University College to the University Council, also in the employment of a common registrar and other officers.

A step toward meeting the wishes of Victoria was taken in 1898, when the separate representation of its graduates was extended for an additional six years. In the meantime the possibility of the permanence of several Arts colleges in a common university had become apparent to all, and in the year 1900 a movement was commenced for the inclusion of Trinity University in the federation. The Reverend T. C. S. Macklem, a gentleman known to be favourable to such a step, had in May of that year been appointed Provost of Trinity University. Negotiations for federation were commenced and important changes looking to the perfecting of the federation system were considered. The result was the passing of the University Act of 1901. By this Act the entire constitution of the University was revised, the defects of the Act of 1887 remedied, and a number of important provisions introduced, which appeared to be necessary for the efficiency of the University. As this Act has recast and embodied the provisions of all preceding Acts, and defines the present constitution of the University, it will be of interest to give a summary of its provisions.

Under the supreme authority of the Crown vested in the Lieutenant-Governor as Visitor, with powers which may be exercised by commission, the University is governed by three bodies with distinct functions.

1. In the Trustees, who are made a body corporate, the property of the University is vested, with power to manage the same, and to appoint a bursar, his assistants and all officers engaged in the care of the building and grounds.

2. The academic work of the University is placed under the control of the academic officers and of the Senate and Convocation. Of the academic officers, the chancellor is elected by Convocation, the vice-chancellor by the Senate, and the president and professors are appointed by the Lieutenant-Governor-in-Council. Convocation is composed of all graduates, including those of federated universities. Convocation as a whole elects the chancellor, and when divided into faculties and colleges twenty-nine other members of the Senate. It has also power to make regulations in regard to its own procedure and the duties of its officers, to discuss all questions relating to the well-being of the University, and to make representations thereon to the Senate. These representations the Senate must consider and report thereon to Convocation.

The Senate is composed *ex officio* of the Minister of Education, the chancellor, the chairman of the Board of Trustees, the president of the university, the heads of all federated colleges, the deans of the faculties, all ex-chancellors and ex-vice-chancellors; also of the following appointed representatives: three from the university faculty of Arts and Law, two from the faculty of Medicine, two from each federated college not represented in Convocation, and one from each college also electing representatives in Convocation, one from the Law Society of Ontario, and one from each affiliated school or college in possession of this privilege by its terms of affiliation; also the following elected members: twelve representatives of the graduates in Arts of University College, five of Victoria College, five of Trinity College, two of the graduates in Law, four of the graduates in Medicine, one of graduates in Applied Science, and two of the High School teachers of Ontario. The Senate at present consists of seventy-one members.

In the Senate are vested the most important powers of the University. It has authority to make statutes for the carrying out of the work of the University and colleges, including the courses of study, the publication of the calendar, the conduct of examinations, the granting of degrees and certificates of proficiency, the establishment and award of exhibitions, scholarships and prizes, the affiliation of schools and colleges, the efficiency of professors, the regulation of its own proceedings, the duties of its officers, and, in general, the promotion of the welfare of the University. But the most important acts, both of the Board of Trustees and of the Senate, must be submitted for the approval of the Lieutenant-Governor-in-Council. It is worthy of note that the Senate has usually exercised its power of prescribing the curriculum on the advice of the professors and instructors, as a committee of experts in the several departments of instruction. Under the present Act, the power of discipline exercised by the Senate does not extend beyond matters pertaining to the examinations and degrees. Students are amenable, for their conduct in other respects, to the University Council, and to their several colleges or faculties; and no student can be admitted to examination unless certified by his college for that purpose. The chancellor, vice-chancellor and registrar, are the executive officers of the Senate and give effect to its statutes and other acts.

3. The third body concerned in the government of the University is the University Council. Analogous to this and represented on it, are the Councils of the several colleges. To the Council is assigned the discipline of the students, dispensation from

attendance on lectures, the control and arrangement of all lectures and instruction, and the regulation of all societies and associations of students in the University. The Council consists of the president, the deans of faculties, heads of colleges, the senior professors in each department of instruction of the University and the librarian.

To the president is assigned supervision of the entire work of instruction in the University. He is given large powers over all assistants and servants, and is responsible for the safekeeping of its property. He has power to make arrangements in all matters regarding instruction and examinations not otherwise provided for; and he reports annually to the Lieutenant-Governor-in-Council, making such suggestions and recommendations as he may deem expedient. The appointment of professors and other instructors is also made on his recommendation. Analogous powers are given to the Council and principal of University College. The other colleges are governed according to the terms of their several charters.

The Act of 1901 prepared the way for the entrance of Trinity University into federation, the last sixteen sections of the Act making special provision for the purpose. Several of the most important objections of Trinity were removed; on other matters power was given to the Trustees, the Senate and the Lieutenant-Governor-in-Council to enter into an agreement with Trinity as to terms of federation. Special provision was also made to secure the rights of its graduates and undergraduates. In lieu of compensation for loss by removal, a site was secured to Trinity in the University Park, and when necessary, lectures of the University Arts faculty were to be duplicated for its students in the building of Trinity College. Negotiations under these provisions were conducted during the year 1902, and an agreement submitted to the Corporation of Trinity University on June 25th, 1903; this was subsequently ratified by the Senate of the University of Toronto, and approved by the Lieutenant-Governor-in-Council.

Some of the articles of agreement affect Trinity alone and are of interest only as indicating the advance in liberality since 1884. But three of them mark a new stage in the progress of federation principles, and involve a permanent change in the administration of the University. These are: (1) a scheme of practical separation of finances as between the University and University College; (2) the granting of all the colleges an equal status in the common University Calendar, and, if necessary, a complete separation of college from university officers; a common tariff of fees for all colleges is appended to this; (3) the

department of Religious Knowledge is given rank with the other departments of instruction in the University curriculum.

Under this agreement the federation of Trinity was completed by proclamation of the Lieutenant-Governor-in-Council, the 18th of November, 1903, to take effect at once for the faculty of Medicine and for the faculty of Arts on the 1st of October, 1904.

By these arrangements the objections to the federation scheme proposed in 1885 have been almost completely removed. Not merely in constitutional provisions, but in the actual life of the university, both of faculty and students, the growth of unity is becoming apparent. Common university societies have come into existence, and college societies have federated both for the promotion of athletics and for the worthy and important objects of the Y.M.C.A. The common moral and religious spirit of the university has become a distinctive feature, and university sermons of able preachers of all the churches are attended by overflowing congregations of students.

The rectification of another of the failures of 1885 is by no means so easy, and is, perhaps, now quite beyond our reach. At the origin of federation in 1885, a hundred thousand dollars would have covered the expense of the removal of Queen's to Toronto and have made the federation scheme complete. We speak with some confidence when we say that this was Principal Grant's first and best thought. Since that date, the establishment of a School of Mines in Kingston has cost the Province far more than twice that sum. It may also be questioned whether this expenditure has added anything to the needed facilities for higher education. With the department of Mining Engineering in the School of Practical Science at Toronto, and the facilities afforded by the richly equipped department of Applied Science at McGill, the provision for this class of work in Canada would appear to be ample. When competition passes a certain point, and especially when maintained with insufficient resources, it detracts from the highest perfection of work. The expenditure referred to has given, for a population of two millions, a second university doing good work. But it may fairly be questioned if it has added either to the total number of young men receiving a university education, or to the perfection of their intellectual training. We believe the same work would have been done and with greatly enlarged facilities by Queen's in Toronto. The work of Victoria has nearly tripled since coming to Toronto, and the addition of the intellectual strength, as well as the political influence of Queen's, would have greatly helped to give Ontario a university inferior to none on the continent.

But while we may not yet be at the end of our university problem, while once more, as in the past, we may be called to wait or to accept less than was once within reach, because we were not willing to pay the full price when our sibylline book of fate was proffered, yet we have achieved substantial success. At least three-fourths of the population of the Province have united their interests in higher education in the provincial university, and of 6,057 graduates in Arts, who have passed through the universities of Ontario, 4,735 are now enrolled in the University of Toronto.

As another result of the unity of sentiment, and of the united efforts of the great body of graduates, the wave of indifference to higher education, which a few years ago threatened to carry us on to the shallows of intellectual inferiority, is now turned back, and once more the University is sailing in deeper and safer waters. In our colleges, religion, morality and personal culture have their fullest scope. Through the moral and social life of the colleges, we think the problem of the best results of university life for women may also find an easy solution. In the college the power of personal influence in education finds its field. The springing up of residential colleges, not so large as to be unwieldy, will add greatly to the moral, religious and social influence of the University. All this can be accomplished because the variety of colleges offers freedom of choice and naturally groups congenial spirits, whose ideals agree with those of the college which they may choose; while, on the other hand, the University admits of indefinite increase in perfection of work and of extension of curriculum to the utmost limits of human knowledge.

Before giving a final summary of our forces for university work, a word is necessary as to the contribution made by the colleges to the strength of the University staff. Each college has its own faculty, the Arts colleges covering the full work assigned to University College by the Federation Act. But this does not necessarily imply a duplication of all college work. By a system of inter-collegiate exchange the varied talents and special scholarship of the different members of the staff may be made to add strength to the entire university. Every college which brings even one man of eminence in his department, is a source of added strength to the University; while, by reason of competition, no college can afford to keep inferior men on its staff.

Around this centre of general education and culture are gathered the professional faculties and schools. The professional faculties are two in number, Medicine and Applied Science

and Engineering. The professional schools federated or affiliated with the University are thirteen, viz., five in Theology; two in Music; one each, in Law, Pedagogy, Agriculture, Dentistry, Pharmacy and Veterinary Surgery. Provision has already been made, or is being made, for the admission of other branches of Applied Science, such as Household Science, Forestry and Commerce, either as affiliated schools or as departmental courses in the University.

The following statistics from the President's report for the academic year ending June 30th, 1904, will serve to give some indication of the extent of the work of the University. It should be borne in mind that, at this date, Trinity is not yet included in the enumeration as regards either the faculty of Arts or the faculty of Medicine:

STUDENTS IN ARTS.

(1) B.A. Course:		
Regular	777	
Occasional	182	
Graduate	35	
(2) Ph.D. Course	18	
		1,012

STUDENTS IN MEDICINE.

Regular	631	
Occasional	90	
		721

STUDENTS IN APPLIED SCIENCE.

Regular	398		
Occasional	4		
		402	
			2,135

STUDENTS IN AFFILIATED COLLEGES.

Ontario Agricultural College:		
Regular Students	595	
Royal College of Dental Surgeons	190	
Ontario College of Pharmacy	140	
Toronto College of Music (proceeding to the degree of Mus. Bac.)	1	
		926
Total		3,061

Candidates Examined.

Arts	1,039
Ph.D.	1
Medicine	593
Law	27
Applied Science and Engineering	375
Pedagogy	2
Agriculture	22
Dentistry	164
Pharmacy	71
Music	367
Physical Training	1
Household Science	9
Total	2,671

Degrees Conferred.

LL.D. (Hon.)	14
Ph.D.	1
M.A.	30
B.A.	141
M.D.	5
M.B.	108
LL.B.	12
D.D.S.	56
B.A.Sc.	19
B.S.A.	21
D. Pæd.	1
B. Pæd.	1
Phm. B.	53
	462

Diplomas and Certificates.

Engineering	70
Local Examinations in Music	282
Licentiate in Music	2
Physical Culture	1
Total	355

To this may be added some statistics, from the same report, to show the recent growth* of the University:

* For a fuller exhibit of the growth of the University, see the tables in the Appendix to this volume.

Faculty of Arts.

	1891-2.	1903-4.
Professors and Associate Professors	24	42
Lecturers	9	17
Assistants	11	28
	44	87

	1891-2.	1903-4.
Students in B.A. Course	545	777
Occasional Students	134	182
Graduate Students	...	35
Candidates for Ph.D.	...	18
	679	1,012

Faculty of Medicine.

	1891-2.	1903-4.
Professors and Associate Professors	16	38
Demonstrators and Assistants	13	31
	29	69

	1891-2.	1903-4.
Regular Students	286	631
Occasional Students	...	90
	286	721

Faculty of Applied Science.

	1891-2.	1903-4.
Professors	3	6
Lecturers	4	6
Assistants	2	9
	9	21

	1891-2.	1903-4.
Regular Students	118	398
Special Students	8	4
	126	402

The value of the work which is thus being done for the country needs only to be known to receive its proper appreciation. The complexity of our modern civilization requires that every nation claiming a place in the front rank of modern progress shall be furnished with a sufficient supply of skilled men in all

the special departments of human industry, and that in each case skill shall be based not only on experience, but also on scientific knowledge. We need to-day not only a high average of intelligence among the whole people, but also the highest special perfection in the several arts and sciences. The lack of this will surely condemn us to inferiority and ultimate defeat in the race of international competition. The University becomes from this point of view the vital centre of the life of the state, and no price can be too great to pay for its highest perfection.

Finally, in this common work federation has made the state, the Christian churches, and private enterprise and liberality, all mutually helpful to each other on sound principles of mutual independence. Public funds have very largely provided for the central University, University College and the School of Practical Science, at an outlay of over $4,000,000 on capital account, and an annual expenditure of over $100,000. Professional enterprise maintains the faculty of Medicine at an annual cost of $64,000. The Agricultural and Normal Colleges are maintained by the State at an annual expenditure of nearly $100,000. The other affiliated professional schools are all the result of private or professional enterprise, and have involved a capital outlay of about $300,000. The other colleges and theological schools are the creation of the churches and represent in capital $3,000,000, and an annual expenditure of over $100,000. The University of Toronto, on the federation principle, represents to the people of Ontario a combined capital of over $7,000,000, and an annual expenditure of nearly $500,000 for the higher education of students drawn from all parts of the country and of the Dominion. Such a result in an institution whose first foundations were laid but little more than sixty years ago we may regard with patriotic satisfaction, and with the most earnest solicitude that her work may be carried forward to the highest perfection.

CHAPTER IV

OUTLINE OF THE FINANCIAL HISTORY OF THE UNIVERSITY

In any attempt to sketch the financial history of the University for the seventy-five years which have elapsed since the Crown endowment to King's College was made, it is obvious that only the broad outlines can be presented. The early records of the financial transactions of the institution are neither as complete nor as intelligible as could be desired, and the more or less imperfect systems of bookkeeping which prevailed for some years render it difficult to ascertain results. It may be said, however, that there is but little of general financial interest in the first few years, beyond the facts connected with the granting of the endowment and the realizing of money therefrom, since it was some years before the organization of the University, as such, was completed. The records of later years, the last fifty particularly, are in good condition. Fortunately the fire which partially destroyed the University building in 1890 did not affect these, the Bursar's office being at that time on Simcoe Street. Had they been consumed in that blaze, as certain of the academic records were, the loss from an historic, as well as a business point of view, would have been very great. It was possible after the fire to supplement, to some extent, the academic records from outside sources. This could not have been the case, had the books of account, the old title-deeds, maps, plans and original documents of many kinds in the Bursar's charge, perished in the flames.

The financial history of the University does not begin until 1828. In January of that year letters patent were issued to the University, then known as King's College at York, granting an endowment of 225,944 acres of land, being portions of various townships throughout the Province. It would appear to be the case that this quantity of land was not as great as that originally intended to be set apart for the endowment of the University. Moreover, the endowment in land was to have been supplemented by a grant of £1,000 sterling per annum for sixteen years, to form a fund for the erection of buildings. This money grant was paid for a term of four and a half years only, and then suspended. The facts relating to the deficiency in the land grant

and the premature suspension of the money payments are set forth in detail in the reports of a special Committee of the Senate, of which Mr. Thomas Hodgins, K.C., was chairman, presented to that body in 1895, and subsequently laid before the Government and the Legislative Assembly, which passed an Act in 1897 granting to the University of Toronto a sum of $7,000 per annum in extinction of these claims.

To return to the original endowment—the conversion into money of these Crown lands was, of course, the first necessity, and was proceeded with immediately. In the year in which the patent was issued, 1828, sales of some lots were made, and so rapidly did the work progress that by the year 1855, the end of the first quarter century, there had been sold 186,444 acres, or nearly nine-tenths of the whole grant, at an aggregate of $1,175,536. The sales went on more slowly for the next twenty-five years, by which time (in 1880) 221,701 acres had been sold at an aggregate of $1,473,058. After 1880, the sales further diminished, and the endowment is now (1904) practically all sold. The total sum realized has been, in round figures, $1,500,000. There remain a few acres in the Townships of Thurlow and Hope, now within the limits of Belleville and Port Hope, respectively, laid out as town lots, and estimated to be worth about $8,000; also some other lands, mostly drowned, of small monetary value. The gross acreage of the Crown grant was eventually somewhat diminished by losses on re-survey, and by the fact that a few of the lots were not saleable through being under water.

Next in importance to the endowment comes the beautiful site occupied by the present University buildings. This was one of the earliest investments out of the proceeds of the land sales. The King's College Council in 1829 bought from Messrs. Boulton, Powell, and Elmsley, the north halves of park lots Nos. 11, 12 and 13, containing slightly over one hundred and fifty acres, now in the heart of the City of Toronto, embracing the present University enclosure and the property known as the Queen's Park. The price paid was about $16,000. They also acquired for a small sum, as approaches to this property, the two avenues from Yonge and Queen Streets, which have since been dedicated to the city for use as public streets. The Council proceeded to lay out and put in order these grounds, and had expended on them up to January, 1850, some $59,000 (including the original price), reduced by amounts received for pasturage, etc., to $56,000. In 1859 a lease for 999 years of the portion now called the Queen's Park was made to the City of Toronto. The two crescents surrounding the Park, the North Drive, and

THE LIBRARY BUILDING

THE LIBRARY BUILDING

LIBRARY
OF THE
UNIVERSITY
OF
CALIFORNIA

some other portions were laid out and leased as building lots; a few blocks have been sold, and the remainder is reserved for University purposes.

The valuation of these lands (not including those sold) at present standing in the books of the University (based in the case of the leased lands on rentals capitalized at 5 per cent., and in the case of the remainder on offers made for portions of it) is $1,361,971.13. This valuation is of some twelve years standing, and may or may not represent land values of to-day; but the potential value of the leased lands is very great owing to the low figures at which the earlier leases were granted, and would undoubtedly offset any overvaluation of the lands reserved for University purposes. Looked at as a whole, this early purchase could scarcely have proved more advantageous. Intended primarily as a site for the University, it has admirably fulfilled that purpose. It has afforded space for the group of academic buildings clustering about the lawn, has provided the people of Toronto with a valuable breathing spot in the Queen's Park, and has besides proved profitable as a revenue-producing asset.

Coming now to the question of buildings, and omitting more than passing reference to the fact that occasional expenditure was incurred for temporary accommodation of classes, the first University building proper, for which tenders were asked in 1838, was erected in 1842, almost on the site of the present Parliament Buildings, at a cost of some $56,000. Only one wing, however, was finished, and though a quantity of building material was purchased for the remaining portion, it was not proceeded with. The present University building was begun in 1856 and finished in 1858-9, at a cost of, approximately, $350,000; to which expenses of fittings, library and museum, added another $50,000. After the fire of February 14th, 1890, it was restored at a cost of $228,000, towards which the Government contributed $160,000, the balance being made up from the insurance on the building. For thirty years this building sufficed for the University's needs. It was not until 1889 that the erection of the Biological Building was commenced. The building and its Museum wing were erected in 1889-92, at a cost of $130,000; the Library Building in 1892 at a cost of $110,000, generously contributed to by subscriptions after the fire; the Gymnasium Building in 1894 at a cost of $36,000, also aided slightly by subscriptions; the Chemical Building in 1895 at a cost of $77,000, and the Medical Building in 1902-3 at a cost of $125,000. These figures do not include equipment, on which (including the Library) there has been expended over $200,000 in the last ten or twelve years.

The accumulating funds from the sale of endowment lands were from the beginning invested in securities, principally debentures, occasional investments being made in landed property, most of which was resold, and in mortgages. In more recent years a few business properties in Toronto were bought, some of which are still retained and yield satisfactory ground rents. The erection of the various buildings before mentioned has of course necessitated the withdrawal of capital from time to time to meet their cost. To shield the endowment against losses upon investments there has been reserved at different times from the revenues of the last twenty years a Contingent Fund of some $30,000, which has proved more than sufficient to meet the demands upon it, the investments having been remarkably free from serious losses. This fund still has at its credit over $18,000.

The income of the University may be divided into three classes: (1) revenue from lands and investments, (2) fees, (3) Government aid. For some years the first source alone existed, later the first and second items were available, and of recent years the generosity of the Government has had to be appealed to in ever-increasing measure.

The following table exhibits the income and expenditure of the University at intervals since 1855. The years 1855 and 1880 are taken as being practically the quarter and half century periods since the endowment became productive; after 1880 the intervals are closer:

	1855	1880	1890	1900	1904
Income from Endowments and Investments ...	$59,352 00	$65,526 00	$78,050 65	$66,450 22	$62,039 88
Income from Fees.....	....	5,371 00	17,515 84	44,702 24	59,850 40
Government Aid	....	....	....	10,619 46	80,988 58
	$59,352 00	$70,897 00	$95,566 49	$121,771 92	$202,878 86
Income Expenditures—					
Salaries and Pensions .	31,800 00	37,106 00	60,282 00	98,990 85	125,249 20
Maintenance Expenses.	26,856 00	25,248 00	29,473 17	36,730 02	77,629 66
	$58,656 00	$62,354 00	$89,755 17	$135,720 87	$202.878 86

Little need be said as to the figures here shown; they speak for themselves.

A word of comment is necessary, however, as to the item of fees. The first few years after the organization of 1842 seem to show an average receipt from fees of nearly $4,000 per

annum, as in a return of 1850 the total sum collected for fees and dues in the seven years to that time is stated as £6,427 ($25,708). This amount, however, must represent fees in all faculties then existent, Arts, Law, Medicine and Divinity, and also presumably includes Residence dues. For a few years after the reorganization of 1853, no receipt whatever from fees appears in the accounts, hence the blank in the column for 1855. Fees were at that time paid directly to the professors as part of their emoluments, and the item did not again go through the Bursar's books until 1859-60, at which time receipts appear in sums of about $500 a year. These are called in the accounts "Matriculation fees," but no doubt included also any fees paid for the conferring of degrees. In 1864 the Council of University College passed a statute, as the result of which, upon the opinion of the Attorney-General of Upper Canada to that effect in 1866, the fees for lectures became payable to the bursar. The fee for the General Arts course was then $10.00, with some modifications for occasional students. The increase in this item may be traced as an instance of the gradual augmentation of fees. Remaining at $10.00 until 1883, the fee for the General course then became $20.00; in 1893, $25.00; in 1895, $30.00, and in 1898, $36.00. At this figure it stands to-day. Various increases have likewise taken place in the fee charged for matriculation, examinations, and degrees, which it would take too long to detail; but of course the growth shown by the table is not due to increases in the scale alone. Many new courses are now open to students, laboratory work has much increased, and chief of all causes, the expansion in the number of students has contributed to swell the total. It will be observed that, even since 1880, the increase is nearly twelvefold. This increment, unfortunately, does not mean profit; the expenditure has also grown, and, of late years, has grown much faster than the revenue. The table shows this side of the account for the same periods as the revenue.

Such are the demands upon a university nowadays that it takes a long purse to meet them, and in the case of the University of Toronto the income from endowments and fees is now quite inadequate to cover the annual expenditures. The increasing measure of state aid thus rendered necessary in recent years is, perhaps, the most striking feature of the University's financial history, and leads naturally to the question of benefactions generally. In addition to the grant of $160,000 towards the restoration of the Main Building already referred to, the Government, in 1897, granted an annual sum of $7,000 as compensation for certain claims presented by the University, mainly in

reference to deficiencies in the quantity of land covered by the Crown patent of 1828 and similar matters, already referred to in the early part of this article. The Government also set aside in the same year, for the benefit of the University, six townships of land in New Ontario, the return from which up to the present has been $21,651.94, an average of slightly over $3,000 per annum. In 1901 the three scientific departments of Chemistry, Physics, and Mineralogy and Geology were taken over by the Government as direct charges, relieving the University of their maintenance, which, in 1904, amounted to the sum of $42,433.18. In addition, since 1902, the annual deficits on general account have been paid by the Government.

The next principal item in the list of benefactions is the Scholarship foundations. These amount to some $83,000, affording, with certain annual donations, the means of awarding cash scholarships, totalling in 1904 upwards of $5,000. Many of these scholarships carry also free tuition in whole or in part.

Contributions towards building funds after the fire of 1890 amounted to some $61,000 for the Library Building, and $2,400 towards the Gymnasium. Towards the restoration of the Library proper, there has been received $30,302.14, and donations since for specific departments in the Library aggregate $11,000 additional. Towards the Museum, cash donations of $1,725 have been received. The Physical Laboratory has benefited by cash donations to the extent of $2,290, and the Pathological Laboratory to the extent of $1,206.92. As the nucleus of a fund for the extension of the Residence there was contributed some years ago $684.00, since augmented by accumulating interest to upwards of $1,000.00; while the University College Women's Residence Association have recently paid over to the Trustees some $7,000, which they have collected towards a Women's Residence. Towards the Convocation Hall a committee of the Alumni Association have on hand some $30,000 in cash out of subscriptions exceeding $50,000. The Government has undertaken to assist the two latter objects, in the case of the Women's Residence by setting aside more land, the proceeds of sales to be reserved for this purpose, and in the case of the Convocation Hall by a grant of $50,000.

Donations of books for the Library and specimens for the Museum are to be found detailed in the annual Calendar, while almost at the moment of writing the announcement is made that Mr. B. E. Walker, one of the Trustees of the University, has donated his valuable collection of palæontological specimens and literature to the University, and that Mr. William Mackenzie

has given $3,000 for the purchase of a collection of Cambrian fossils and cases for the same.*

As a conclusion to this brief survey of the principal points in the financial history of the University, it will be fitting to give a condensed statement of the position of the institution at the close of the financial year, 1904-1905. The balance sheet of that year shows that the assets of the University are:

Site lands, academic buildings, equipment and furniture	$2,131,256 13
Lands at present unproductive	38,302 00
Leased properties	504,796 06
Investments, cash and accounts receivable	858,035 27
A total of	$3,532,389 46

Deducting the sum of the various trust funds, scholarship endowments, etc., for which the University is directly liable, amounting to $216,464.76, leaves the figures of $3,315,924.70 as representing the general endowment, the net assets of the University of Toronto at the opening of her fourth quarter century of existence.

* For some additional facts as to benefactions see Appendix E.

CHAPTER V

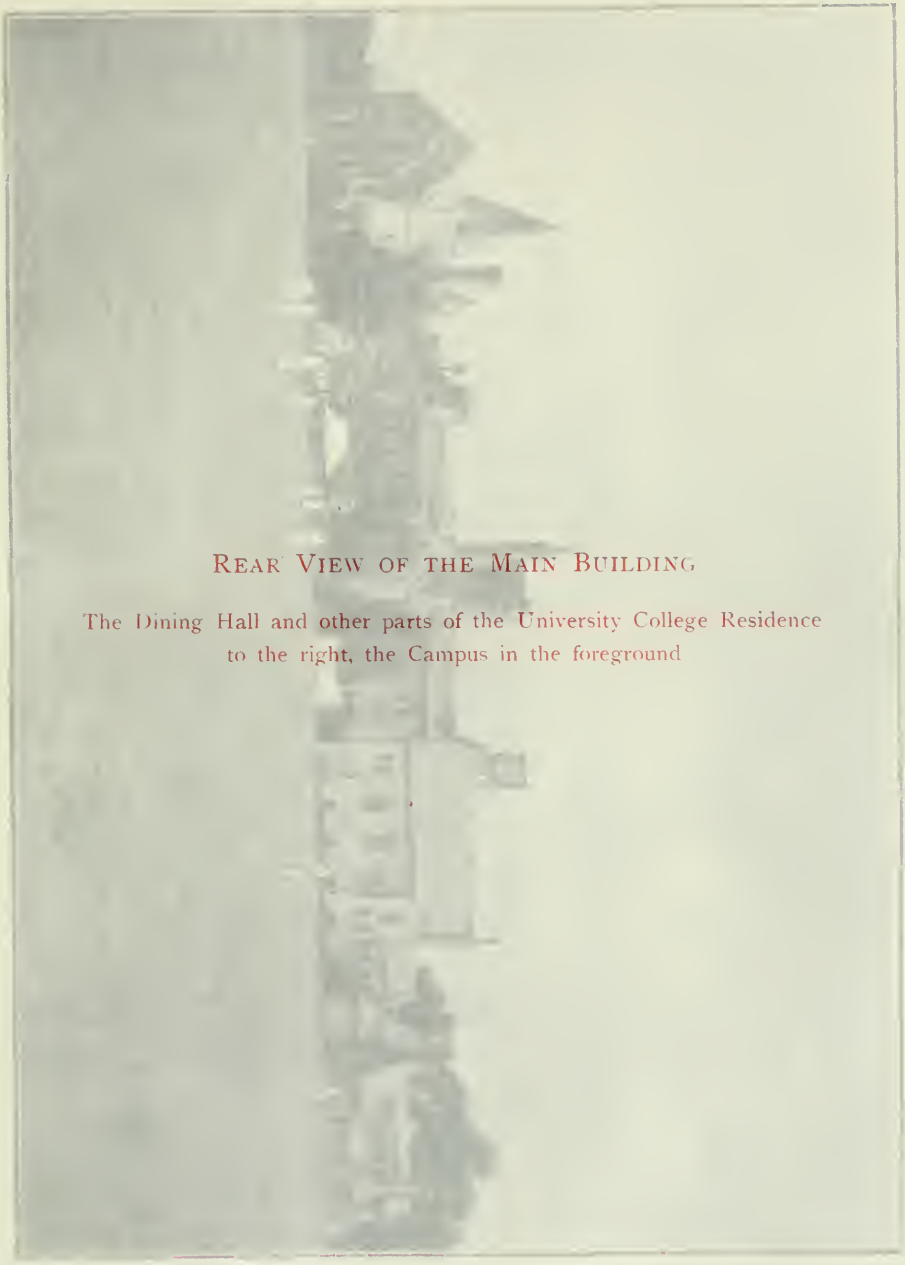
THE ARTS FACULTY

In this chapter and those which follow, the general account which has already been given of the origin of the University, its endowment, its constitution and its relations to the Province and the denominations, is supplemented by an account of its actual work as an educational institution. Of this work, the earliest, most constant, and most central part is that covered by the Faculty of Arts. As the varying and complicated relations of the University and the colleges prevent this subject being treated as a unit, the present chapter will include such matters as either have been specially under the control of the University proper, in other words, of the Senate, or have been shared in common by the colleges, and, therefore, best come under a category that includes them all.

The Curriculum.—On the 26th of April, 1837, Dr. Strachan, as President, laid before the Council of King's College a general plan of instruction for the University. "In drawing up this plan," he says, "I have availed myself of a statement of the arrangements for conducting the various departments of King's College, London, as they appear to agree much better with the requirements of this country than those of the more ancient universities of England. I have at the same time examined the methods adopted in the Scotch and American universities, and introduced such useful hints as they appear to suggest." As, at the organization of the University in 1842-3, this plan was followed only in its general outlines, it is with the regulations under which King's College actually entered on its work that we will begin.

The academic year extended from the first Thursday in October to the third Tuesday in July, and was divided into three terms: Michaelmas, Hilary, and Easter. The candidate for the B.A. degree was required to keep nine terms, and to pass three examinations subsequent to matriculation.

The requirements for matriculation are contained in a statute of October 28th, 1842: that no student shall be matriculated under sixteen years of age; that the candidate must pass a previous examination by the Vice-President (or in case that



REAR VIEW OF THE MAIN BUILDING

The Dining Hall and other parts of the University College Residence to the right, the Campus in the foreground

UNIVERSITY

office shall cease, by the President) in the Greek and Latin languages and in Mathematics; the particular subjects for examination shall be appointed by the Vice-President. The character of the examination is more clearly indicated in the specification for matriculation in 1843: "Two Greek and two Latin authors (one of the authors prose and the other verse), and in Mathematics the first two books of Euclid's Elements and simple and quadratic equations." This general outline is not, however, exactly followed in the actual prescription of work for examination; in 1846, for example, we find required one book each of Homer, of Xenophon, of Virgil, and of Ovid; Lucian's *Vita, Charon* and *Timon;* Sallust's *Bellum Catilinarium;* translation into Latin prose; Euclid, Book I.; elementary rules in Algebra; Arithmetic. For first class, additional work is laid down: another book of Homer, a book of Horace's Odes, translation into Latin verse, Euclid, Book II., and Algebra to the end of quadratic equations. For the undergraduate student, works of four or five classical writers are prescribed in each of the three Years, also Mathematics, Physics and Chemistry; besides Whately's "Rhetoric," Locke's "Essay on the Understanding," Paley's "Moral Philosophy and Evidences," and some biblical literature. In addition to this fixed course, there is further work required in each department from candidates for prizes and honours. The winners of Honours are classified, in imitation of Oxford, as either *in Litteris Humanioribus* or *in Disciplinis Mathematicis et Physicis.* On the classical side, the examinations indicate a high standard of excellence; on the mathematical-physical side the subjects were treated in what seems now (largely no doubt from the great general advance in knowledge and methods) a popular and superficial fashion. Junior Sophisters were asked to "explain what is meant by a ray of light and a pencil of light," "what is meant by a lens," to "show how the inverted image of a distant object is formed by a concave spherical mirror." The requirements in pure mathematics do not compare in difficulty and extent with those at present in force. The general features of the King's College curriculum were retained in the reconstructed University of Toronto. But with the new order of things in 1853, and the large addition to the staff, there appears another type of curriculum, from which the one at present in existence has been derived through a gradual series of changes. The character and subsequent development of this curriculum of 1853, we proceed to consider.

Entrance.—In the first place, the undergraduate course was lengthened to four years, the extension being rather at

the beginning than at the end. This seems to have been a judicious attempt to meet the condition of education in this country. Of King's College, Upper Canada College had been the main feeder; it seems likely that only with difficulty could other schools impart the high grade of scholarship in Classics expected of matriculants. There can at least be no doubt that the broadening and modernization of the course in 1854 brought the University into closer touch with the spirit and needs of the Province. The four years course involved the increase of examinations to the five which still exist: Matriculation (or Junior Matriculation), First Year (or Senior Matriculation), Second, Third, and Fourth (or Final, or B.A.) Examination. Originally neither attendance upon lectures nor residence was required. Not only so, but candidates might enter at the Second Year Examination; this privilege was extended by the regulations of 1859 so that a candidate might enter in any year of the course, or even at the Final Examination. Certain subjects of the earlier years, not covered by the later examinations, were in these cases required, as well as greater maturity; thus while a junior matriculant need only have completed his fourteenth year, and might, therefore, receive his degree at the completion of his eighteenth year, the candidate entering at the Third Examination must be twenty years old, or, if entering at the Final, twenty-five. By the regulations of 1864, junior matriculants were required to have completed their fifteenth year; and attendance at an affiliated college was imposed upon all undergraduates except in cases where the Senate might see fit for special reasons to grant dispensation. Yet the freedom to enter at any examination was still continued until the regulations of 1877, when, as at present, Entrance was limited to Junior and Senior Matriculation. In 1859, undergraduates in attendance on affiliated colleges were required to present themselves for examination at the close of the Second and Fourth Years only, the certificate of the College being accepted for the other two examinations; this regulation held until 1877. In 1885 there is a similar recognition of the college in the provision that the Second and Third Examinations are, in the case of students of the college, to be conducted by the instructors concerned, conjointly with associate examiners appointed by the Senate.

From the beginning, there was in the prescription of work for all five examinations a Fixed Course, which must be taken by every student, and additional work in each subject which was taken only by students seeking special distinction. Already in the curriculum of 1859, a modification of the system is intro-

duced: candidates who have displayed special excellence in the examination upon the additional work are allowed to omit certain parts of the Fixed Course. This principle is recognized more and more in successive curricula, and resulted in establishing, on the one side, a course of varied and general character called the Pass (subsequently General) Course, and, on the other, a number of highly specialized courses known as the Honour Courses. The latter are commonly regarded as much more difficult than the former, and the practice (which is seemingly for the first time formulated in the regulations of 1864) of consigning candidates who fail in obtaining Honours (*i.e.,* fifty per cent. of the marks in their Honour work) into the Pass Course, has served to confirm the idea of the inferiority of the latter. The later developments of the curriculum are specially marked by the multiplication and increased specialization of the Honour Courses.

In the Junior Matriculation Examination there has seemingly been a gradual increase (unless in the case of Classics) in the extent and difficulty of the prescribed work, to correspond with the increasing efficiency of the schools.

In 1854 the necessary subjects were Greek, Latin, Arithmetic, Algebra (the first four rules), Euclid, Book I., English Grammar and Composition, History and Geography. For the year 1855, there is added to the Fixed Course "a popular knowledge of the elements of Natural Philosophy and Chemistry," but this does not reappear in the curriculum of 1859. For Honours in Classics, Latin Verse was required; in 1869 an alternative was granted,—a paper on Latin Grammar; presently Latin Verse ceases to count for scholarships, although a prize of $15.00 is offered to encourage its cultivation; in 1891, Latin Verse has wholly disappeared. The growing importance of Modern languages is evidenced in a long series of regulations. In 1854, French alone was required, and from candidates for scholarships only. In 1855, French became part of the Fixed Course. In 1877, it is provided that French *and* German may be substituted for Greek by students who intend to take any Honour Course other than Classics or Mental and Moral Science. In 1885, this option is extended to students entering the Pass Course; in the same year it is provided that the candidate *may* take an examination in *one* of the following: Physics, Chemistry, Botany. In the curriculum of 1891, the following subjects are required for Pass Matriculation: Latin, Mathematics, English, History, and Geography, and one of the following groups: (*a*) Greek, (*b*) French and German, (*c*) French and either Physics or Chemistry, (*d*) German and either Physics

or Chemistry. In 1895 the prescription is Latin, English, History, Mathematics, French *or* German, and either (1) Greek or (2) the second modern language with Physical Science (Physics and Chemistry). Finally, in 1899, the prescription became English, Latin, History, Mathematics, and any *two* of the following: Greek, French, German, Experimental Science.

Other additions to Pass Matriculation were simple equations in 1864; quadratics in 1877; and *Euclid* II. and III. in the same year. In this curriculum of 1877, which is one of the most notable of the series, English Literature appears for the first time at Matriculation in the form of specified poetical selections for study. Growing Canadian feeling is indicated by the note in the curriculum of 1885, to the effect that English History "is understood as embracing Colonial History." In 1896 Canadian History is specifically mentioned.

Some of the later changes in matriculation have been due to the assimilation of various examinations established for different purposes in the schools of the Province. Not only did the universities, the Medical and the Legal professions have each its own prescription for matriculation, but there were special examinations for teachers' certificates, and for testing the work of the High Schools. In course of time, such of these examinations as were under the control of the Education Department were, in some measure, unified, and were entrusted to a single central board of examiners. In 1886, the Senate of the University expressed its opinion that it was desirable "to provide a scheme for united action in the Matriculation examinations of the University with the Examinations for First and Second Class Teachers." Accordingly, after conference with the Minister, the Senate passed a statute providing for the holding of the Matriculation examinations and the Teachers' examinations simultaneously, and for the acceptance of the latter examinations *pro tanto*. A further step was taken when a joint board was created, consisting of eight members, four nominated annually by the Senate of the University, and four by the Minister of Education. This Board appointed Examiners and Associate Examiners for "The High School Leaving and University Matriculation Examinations." The first examination under its control was held in 1891. For the Joint Board, there was substituted, by a section of the Public and High Schools Act of 1896, the Educational Council, which consists of twelve members, six appointed by the Senate of the University of Toronto, and six by the Education Department. The Senate accepts the examinations, conducted under the supervision of this Board, upon the work prescribed by the regulations of the University;

through this gate the greater number of matriculants pass, although the University holds a supplemental examination of its own.

THE UNDERGRADUATE COURSE.—By the curriculum of 1854, for each of the four years of the undergraduate course a certain amount of work was prescribed in each of the five departments: Classics, Mathematics, Modern Languages and History, Metaphysics and Ethics, Natural Science. But after the First Year the candidate might select *either* Classics *or* Modern Languages, and in the Final Year *either* Mathematics *or* Science. In addition, Rhetoric was required in the Second Year, and Civil Polity (viz., the elements of Political Philosophy, Paley's "Political Philosophy," and Mill's "Political Economy") in the Second, Third, and Fourth Years. From candidates for honours and scholarships, additional work in each subject was demanded. At the final examination in six honour departments, viz., (1) Classics, (2) Mathematics, (3) Metaphysics and Ethics and Civil Polity, (4) Chemistry, Zoology and Botany, (5) Chemistry, Mineralogy and Geology, (6) Modern Languages and History, a gold medal was awarded to the candidate standing first in First Class, and a silver medal to each of the other candidates in the First Class. Oriental Languages were included in the curriculum, and prizes offered for proficiency in the subject; but it formed no part of the work of the B.A. degree until 1864, when these languages were introduced as an option in the regular course. In the curriculum of 1859, the two scientific departments mentioned above were grouped together under the name of Natural Sciences, the candidate being allowed to select any two of the three branches: Chemistry, Natural History, Mineralogy and Geology.

With the curriculum of 1859 begins the practice of permitting an Honour candidate to restrict his range of studies, in consideration of the additional work in his special department; it is provided that, after his First Year, a student who has obtained Honours may omit certain subjects of the Fixed Course in his Second and Third Years, and all such subjects in his Fourth Year. In 1864, the privilege of restricting his course is extended, so that in case a candidate obtains Honours in *two* departments he may omit all other subjects except Natural Theology and Evidences of Christianity. These two subjects had, in 1859, been substituted for a part of the Metaphysics and Ethics of the Fixed Course, and they continued to form a part of it until the curriculum of 1877. In 1874, a certain concentration was permitted to those who were not candidates for

Honours, by the provision that they may confine themselves in their Final Year to any three departments of the Fixed Course, but two of these must be selected from the four: Classics, Mathematics, Modern Languages, Natural Science.

In 1877 the curriculum was remodelled. The distinction between the Fixed and various Honour Courses was for the first time fully stated: "There are two ordinary modes of proceeding to the degree of B.A., viz.: (1) By taking a Pass Course; or (2) by taking an Honour Course." The Fixed or, as it is now called, the Pass Course included, in Classics, the examination of each of the four years; in Mathematics, the first two years and also the Third, unless Mental Science were substituted; in English, three years; in History, two years; in Modern Languages, two years; in Natural Sciences, two years; in Mental Science, two years and a third, unless Mathematics were substituted. The Honour departments were the five which had long been distinguished by the assignment of medals in the final examination, viz.: Classics, Mathematics, Modern Languages with History, Natural Sciences, Mental and Moral Science with Civil Polity. It is provided that candidates who fail in Honours may be transferred to the Pass Course. In 1885, we find for the first time "the theological options"; Biblical Greek, Biblical Literature, Apologetics and Church History are allowed to be substituted for certain subjects of the Pass Course; in these cases, certificates from affiliated colleges are accepted in lieu of examination by the University. At the same date, French and German are permitted as an option for Pass Greek. In 1888 Oriental Languages is added to the list of Honour departments.

In 1891 the Pass Course received what is, to all intents and purposes, its present form:

First Year.—Latin, English, Mathematics; any two of the three Languages: Greek, French, German; any one of the three Sciences: Chemistry, Biology, Geology.

Second Year.—Latin, English, History, Philosophy, Physics; any two of the three languages: Greek, French, German.

Third Year.—Latin, English; any two of the three languages: Greek, French, German; any two of the three departments: History and Political Science, Philosophy, Physics.

Fourth Year.—Latin, English; any two of the three languages: Greek, French, German; any two of the three departments: Political Science, Philosophy, Mathematics and Physics.

Note.—Hebrew may be substituted for French or German in each of the four years.

Two new Honour Departments were introduced: Political Science, and Chemistry and Mineralogy. To these were added,

in 1895, History, and English and History; in 1896, Physics and Chemistry; in 1903, Biological and Physical Science, and Physics; in 1904, Greek and Hebrew. There are, therefore, altogether fourteen Honour Courses, viz., according to the present nomenclature: (1) Classics, (2) Greek and Hebrew, (3) Semitic Languages, (4) Modern Languages, (5) English and History, (6) History, (7) Political Science, (8) Philosophy, (9) Mathematics and Physics, (10) Physics, (11) Biological and Physical Sciences, (12) Biology, (13) Chemistry and Mineralogy, (14) Geology and Mineralogy. In 1903 two divisions were created in Modern Languages whereby, after his First Year, the candidate may specialize either on the Teutonic or the Romance side.

In 1904 certain new options were admitted in the General Course, which now consists of the following subjects:

First Year.—Latin, English; any two of the following: Greek, Hebrew, German, French, Spanish; Greek and Roman History; Algebra and Geometry; Plane Trigonometry or Holy Scripture or Evidences of Natural and Revealed Religion; Physics or Biology.

Second Year.—Latin, English; any two of the following: Greek, Hebrew, German, French, Spanish; History or Holy Scripture or Church History; Logic, Psychology, Chemistry or Geology.

Third Year.—Latin, English; any two of the following: Greek, Hebrew, German, French, Spanish, History, Ethics; English Constitutional History or Holy Scripture or Church History; Physics or Evidences of Natural and Revealed Religion.

Fourth Year.—Latin, English; any two of the following: Greek, Holy Scripture, Hebrew, German, French, Spanish; History or Church History, Economics, Canadian Constitutional History, History of Philosophy or Evidences of Natural and Revealed Religion or Christian Ethics; Astronomy or Holy Scripture or Church History.

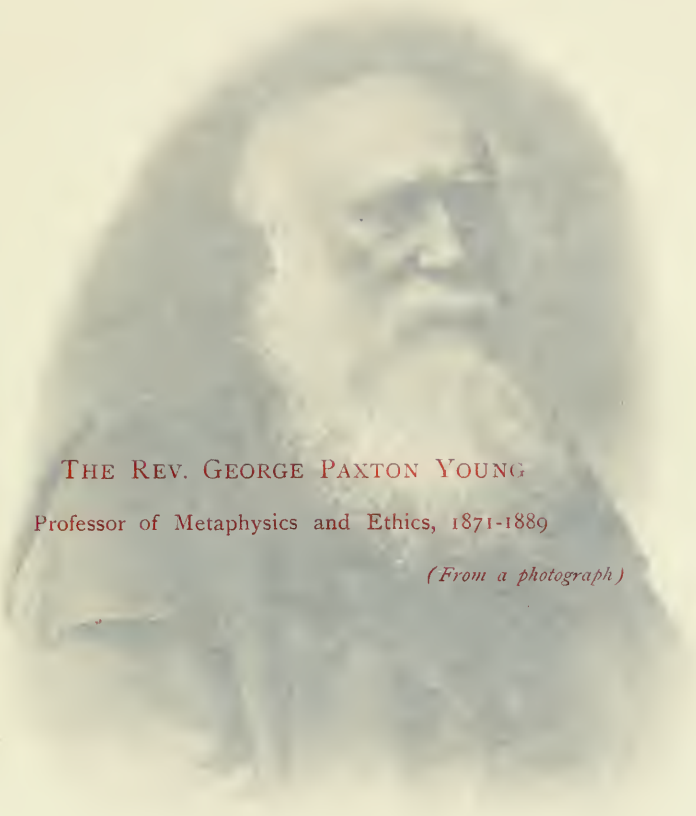
A growing tendency of great importance shows itself since the year 1877—the tendency to take into consideration, in determining a candidate's standing, not merely the work done in the examination hall but class-work also. In 1877, "a practical acquaintance with the work," is demanded of Honour candidates in Natural Science; in 1885, certificates of laboratory work are required of Honour candidates in all scientific subjects. In 1892, provision is made, in all Pass subjects, for taking into consideration reports from the instructors on the work of the student during the term. To the same tendency belongs the later practice of counting at the examinations marks obtained

on essays written for the instructor during the term, by Honour students in English, Political Science, History, and Philosophy. Some idea of the growth of the Honour departments and of the numbers graduating with Honours in each of these departments at different periods in the history of the University is afforded in a table to be found in Appendix G.

Changes in Character of the Instruction.—There have been, of course, alterations, not merely in the specification of subjects in the curriculum, but in the character and extent of the knowledge implied under each specification—such alterations as have sprung, in part, from the general progress of learning and of methods of imparting it, and, in part, from increase or change in the teaching staff. In *Classics* a high standard of scholarship has been demanded from the beginning, and the development has been rather in the aim than in the extent of the work required. Originally, Greek and Latin were taught, in the main, merely as languages; the expression, not the content of the books read, was emphasized. About 1885, came the beginning of a change toward the Oxford method, which makes the reading of classical authors a study of philosophy, history and literature; the grammatical and linguistic side being regarded as subsidiary to this end. This tendency, the origin of which coincides with the appointment to the classical chair of the present Professor of Greek in University College, was fully carried out about the year 1895. In *Mathematics,* since the appointment of Professor Cherriman, a high standard has been maintained, and the difficulty of the subject gradually increased. The chief steps in the development are marked: (1) by the subdivision, in 1882, on motion of the present Professor of Physics, of the Honour Course of the Fourth Year into two alternative courses, Mathematics and Physics, which included, for the first time, such subjects as Electricity, Physiological Optics, and Thermo-dynamics; and (2) by a statue of 1896, originating with the present Professor of Mathematics, which created certain options in the work of the Fourth Year, with the purpose of embracing in the undergraduate Honour Course the whole cycle of the Mathematical Sciences. This change came into effect in 1898. In *Modern Languages* the large increase in staff, from one instructor to some seventeen, has been accompanied by a great extension and improvement in the character of the work demanded. In *English,* the course as originally prescribed consisted mainly of Composition, Rhetoric and the History of the Language and Literature as found in such manuals as Spauld-

ing's, Fowler's and Craik's, with no prescription of literary texts for Pass students, and of only a play or two of Shakespeare's for candidates in Honours. In 1859, there was a very slight, in 1877 a more considerable increase, in the amount of literature to be read. In 1890, coincident with the establishment of a separate chair in English, there was a great change in the character of the work. The emphasis was now thrown on the reading of texts, among them, for the first time, Anglo-Saxon texts. In the two final years, a wide acquaintance with authors from a given period is required, and the literature of the nineteenth century receives an altogether more important place in the curriculum. Since that date the most noteworthy change has been the gradual extension of practice in writing English during the term. This is now demanded of all students, both Pass and Honour, in all four years of the course; the marks assigned by the instructor count at the annual examinations. In *French,* texts were originally prescribed merely for the purpose of teaching the language; no attempt was made to select them so as to give the student any idea of the development of literature. The introduction of a logical curriculum was gradual; it is not until 1895 that the existing arrangement is attained, in accordance with which the literatures of the seventeenth, eighteenth and nineteenth centuries are read successively in the Second, Third and Fourth Years. Until 1885, the student became acquainted with the history of the language through manuals; in that year the reading of Old French texts was introduced, which has since been an important part of the course. The appointment of Frenchmen as special lecturers in the colleges, which dates from 1895, has had a great influence in increasing the student's practical facility in the use of the language. *German,* which now stands on the same footing as French in the curriculum, originally occupied a less important position, not appearing there before the Second Year. In 1864 it was extended to the First Year; since that date its development has been parallel to that of French. *Italian* appears for the first time in the regulations of 1859, as Honour work of the Third and Fourth Years, and *Spanish* as the Honour work of the Fourth Year; but candidates in Moderns of the Third Year need select only two of the three foreign languages prescribed; and in the Fourth Year only three out of the four languages. The amount of work was increased in 1865, and again in 1874. In 1877 Spanish vanished from the regulations, to reappear in 1885. At this date, two years' work in Spanish, and three in Italian were made obligatory on candidates for Honours in Modern Languages. Since 1895, the courses in each of these languages

have been, in the main, parallel to those in French and German. Since that same date, in consequence of the greater attention given to the practical side of language-study, a course in Physiological Phonetics has formed a part of the Modern Language work. With Modern Languages the study of *History* was originally associated, Sir Daniel Wilson occupying the chair both of History and of English Literature. In 1884-5, the establishment of a lectureship in English, enabled Professor Wilson to confine his attention to History and Ethnology only; and in 1895 the growing importance of History is recognized in its organization, under the present professor, as an independent Honour department. Since that date, the course has been remodelled very closely on the lines of the historical course at Oxford. *Oriental Languages* was the term employed until 1904 to cover the work now more correctly designated *Semitic Languages*. *Hebrew* was taught in the interest of theological students, even in the day of King's College, and associated with Syriac and Chaldee (as Palestinian Aramaic was formerly called) has always appeared on the curriculum of the University of Toronto; although not until 1864 forming part of the B.A. course. From 1864 to 1887, Hebrew might be taken as an alternative for French or German in the Pass course. In 1887 the course was extended; Arabic, Assyrian and Semitic History were added, and the whole made one of the regular Honour departments. Semitic Languages is at present the only language department which offers post-graduate work leading to the Ph.D. degree. The department now termed *Philosophy* formerly included Logic, Metaphysics, Ethics, Civil Polity, and, until 1877, Natural Theology. Text-books were originally prescribed (some of them, in King's College days and in the earlier curricula of the University of Toronto, in the Greek and Latin languages); it was upon these, rather than upon lectures, that the examinations were based; there seems to have been little attention given to unfolding a general view of the subject, or to co-ordinating the books by means of lectures. With the advent of Professor Young in 1871, all this was altered, although there were no revolutionary changes in the prescription of work. In 1881, owing to the affiliation of St. Michael's College, and the consequent necessity of making the prescription of work very general, all text-books were eliminated from the curriculum. In 1888 Civil Polity was transferred to the newly-organized department of Political Science. The changes and increase of the staff in 1889 led to the new features in the work—notably to the introduction, by Professor Baldwin, of Experimental Psychology, which involved laboratory work. The equipment of



THE REV. GEORGE PAXTON YOUNG

Professor of Metaphysics and Ethics, 1871-1889

(From a photograph)

the needful Psychological Laboratory was more fully carried out, and work actually begun, in 1893, on the accession of Dr. Kirschmann to the staff, and in this session graduate students were already engaged in original investigations. As already indicated, a small amount of *Political Science* and its allied subjects was included in the work of the Philosophical Department. It was not until 1888 that a full curriculum in this subject was laid down in the new Honour Course of Political Science and History, which has been ever since one of the most popular graduating departments. The work covers Economic Theory and History, Public Finance, Constitutional History, the History of Roman and of English Law, International Law, and Jurisprudence. The new course was the result of the establishment of a chair in Political Science. The work of the chair at present includes, besides Economic History and Theory, History of Methods, of Statistics, National and Local Finance, and the History and Criticism of Political Theories.

On no side of Arts study has there been so great a development as in *Science*. Apart from Physics, which, under the name of Natural Philosophy, was associated in one chair with Mathematics, and was actually merely mathematical, the whole range of the Sciences was represented in King's College by a single department and a single professor—H. H. Croft, Professor of Experimental Philosophy and Chemistry. The two great features in the development of Science in the University are (1) the extension and subdivision of the work, involving a large increase in the staff; and (2) the introduction of practical work and the emphasis on research necessitating an immense addition in laboratories and equipment. The expansion began immediately after the passing of the Hincks bill, in the establishment of two new chairs, one of Geology and another of Natural History, and the limitation of the already established chair to Chemistry. The second change noted above was much later in showing itself. In the curricula before 1877, the detailed specification of text-books indicates the bookish character of the knowledge expected. But in 1877, this peculiarity becomes less noticeable, and in the Honour regulations it is stated that in all departments a *practical* acquaintance with the work will be required; reference is also made to "field work in the long vacation." The important revolution, whose beginnings are here indicated, was the result of a long and arduous struggle against the conservatism both of the Senate and of the teaching body, carried on by the present President, who found even on the staff one supporter only, the present Professor of Biology, then but recently appointed.

The following extract from the Presidential report of 1899-1900 indicates the successive steps in the new direction:

"The movement in favour of practical instruction in the sciences may be said to have begun in 1874, with the adoption of a resolution in the Senate of the University in favor of making laboratory work obligatory in the undergraduate science course. In pursuance of this policy, it became necessary to establish and equip laboratories which would afford facilities for this purpose. No step, however, was taken in this direction until December, 1875, when a report by the writer [President Loudon] regarding the organization of a School of Practical Science and the laboratories referred to, was made to the Government and adopted on the recommendation of the then Minister of Education. Acting along the line of this report, the Government proceeded to erect a building for the accommodation of the School of Practical Science, and in 1878 the necessary funds were appropriated for the equipment of the laboratories. Three of these, viz., the Chemical, the Mineralogical and Geological and the Biological Laboratories, were established in the School of Science, while the Physical was accommodated in the Main Building."

The Physical Laboratory, established in 1878, was the first of its kind in Canada. In 1888, the Biological Building was erected, and enlarged in 1890; in 1892, the Psychological Laboratory was assigned quarters in the Main Building; in 1894, the Chemical Laboratory was transferred to a commodious building erected for the purpose; the completion of the Medical Building in 1904 enabled the Physiological Laboratory to be removed from the Biological Building to quarters specially designed for it; and in 1905 the large new Science Buildings gave accommodation to the Geological and Mineralogical department. In all these cases, the buildings and equipment are such as to give all modern facilities for carrying on practical work. For Physics, the only scientific department which is without suitable accommodation, a building has already been designed and the funds for its erection provided by the Government.

The establishment of laboratories rendered possible the insertion, in the curriculum of 1885, of the requirement that certificates of attendance on laboratory work shall be furnished by Honour students in Physics, Biology, Chemistry and Geology. Since that date there has been a rapid extension and differentiation in the courses of instruction. In 1877, the candidate for an Honour degree in Natural Sciences was required to take each of the three subjects: Biology, Chemistry, Geology and Mineralogy throughout his course; but the curriculum of 1885 not only introduced a greater amount of Physics into an early

part of the course, but recognized three divisions in the Fourth Year; in each of which one of the three sciences was a major subject, and the other two minors. In 1891, by the introduction of laboratory work into the First Year, further specialization was made possible; the Honour department of Chemistry and Mineralogy made its appearance; and in the Natural Science Course the student in his Fourth Year was allowed to devote himself wholly either to Biology or to Geology. Without following further the history of the various permutations and combinations of courses, we may set down the groups of the Natural and Physical Sciences as they now stand. The First Year work in all the departments is identical; thereafter it subdivides into the graduating departments of Physics, Biological and Physical Sciences, Biology, Chemistry and Mineralogy (containing two divisions in the Third and Fourth Years, which permit specialization toward the one subject or the other), and Geology and Mineralogy. Of these departments, that of Biological and Physical Sciences selects those subjects which form the necessary propædeutic for the study of scientific Medicine and enables the Honour graduate to enter his Third Year in Medicine.

Post-Graduate and Research Work.—The M.A. degree was granted in King's College, but the conditions are nowhere stated: it is probable they were the same as in the earliest years of the University of Toronto. Among the regulations of that institution in 1854 is the following: "There are two modes of proceeding to the degree of M.A. According to one the requisites are: (1) Being of the standing of one year from admission to the degree of B.A. (2) Having passed the appointed examination in the subjects prescribed for candidates for admission to the degree of M.A." According to the other the requisites are: "(1) Being of the standing of three years from admission to the degree of B.A. (2) Having performed the exercises prescribed for candidates for admission to the degree of M.A." No regulations are to be found for "the appointed examination;" it is probable, from an investigation of the respective dates of the B.A. and M.A. degrees of the individual candidates of those days, that all adopted the second mode, and that the "exercises prescribed" was the writing of a thesis. At least in the regulations of 1859 the conditions of the M.A. degree are standing of one year from admission to the degree of B.A., and the composition of an approved thesis upon some subject in one of the departments of the Faculty of Arts. In 1877, an additional thesis is required which must be composed in the Examination Hall; but in 1880 this is omitted. The fact that in the Scottish

universities the Master's, and not the Bachelor's, degree is given at the close of the undergraduate course, and that in some of the English universities the M.A. follows the B.A. without additional tests of scholarship, probably led to a somewhat perfunctory treatment of the M.A. thesis; and it cannot be said to have contributed to the development of research. The real beginning of serious post-graduate work may be dated from the year 1882, when the present President of the University suggested the Fellowship system, mainly with a view to affording tutorial assistance, but also in the hope of encouraging research among the graduates. The amount of teaching imposed on the Fellows, who were first appointed in 1883, was very unfavorable to the realization of the second purpose. Notwithstanding, the inauguration of laboratories and the facilities for practical investigation did result in a considerable amount of original research. In 1889, Professor Ashley, through the assistance of the Government, was able to begin the publication of a series of "University Studies in Political Science," written by students of the University under his supervision. (For list see Appendix C.) As a natural complement to research, and the Fellowship system, Professor (now President) Loudon pressed for the institution of the Ph.D. degree, and committed the Senate to an approval of such a course in 1885. It was not, however, until 1897 that, by the instrumentality of Professor Macallum, the course was actually laid down. The chief emphasis is laid upon the thesis, which must be a real contribution to knowledge. The candidate is further required to be a graduate, to carry on the study of some subject (termed his major subject) for at least two years subsequent to graduation, under the direction of a professor of the subject in the University or one of the colleges. He is further required to obtain a standing in examination on two other subjects (termed minor subjects) equivalent at least to that required for Second Class Honours at the examination for the B.A. degree. Two candidates qualified in 1900, and at the close of the academic year 1904-5 there were twelve Doctors of Philosophy on the Register (See Appendix D).

In harmony with the development of post-graduate work it seemed expedient to raise the character of the qualifications for the M.A. degree; accordingly during the session 1902-3 a series of new regulations were carried through the Senate, again on the initiative of Professor Macallum. According to these a candidate of at least one year's standing as Bachelor of Arts may obtain the degree of Master of Arts with Honours (1) if he has obtained on graduation First Class Honours in at least two graduating departments; (2) if, having obtained Honours on

graduation in one Honour department, he subsequently passes the final Honour examination in some other department; (3) if, having obtained Class I. or II. in General Proficiency at the Final examination, he subsequently passes the Final Honours examination in some graduating department. Further, a Bachelor of Arts of one year's standing (4) who has obtained Honours or Class I. or II. in General Proficiency, may receive the degree of Master of Arts on presenting a thesis adjudged to be of sufficient merit, containing the results of some special investigation on any subject approved by the professors and heads of that department in the University, or the college. The candidate may be required to undergo a written or oral examination on the subject of the thesis, conducted by the professors and heads of the departments concerned. If the thesis and the examination, where the latter is required, give evidence of more than ordinary merit the examining professors may so report, and the candidate may receive the degree of Master of Arts with Honours. (5) A candidate who failed to obtain standing in General Proficiency or in an Honour course at graduation, or who prior to the first day of June, 1896, obtained a pass standing at the B.A. examination, may receive the degree of Master of Arts, on presenting a thesis adjudged to be of sufficient merit, containing the results of some special investigation on any subject approved by the professors of the department. The candidate shall be required to undergo a written or oral examination on the subject of the thesis conducted by the professors of the departments concerned.

In the year 1898, as an additional stimulus to original work, the University began the publication of a series of "University Studies," containing the results of original investigations. This was rendered possible by a Legislative grant of $600 and an annual sum contributed by the University Library as an equivalent for the use of the "Studies" as Library exchanges; there are also some returns from sales. Notwithstanding the small amount of money available, a number of investigations have been already printed. (See Appendix C.)

The University has availed itself of the special opportunities for research work afforded by the maintenance, since 1898, of Biological Stations by the Dominion Government. Not only have the members of the staff and students served in official positions under the Government at these stations in the Maritime Provinces and on the Georgian Bay; but the Trustees, by the payment of the travelling expenses of younger graduates, have enabled them to carry on investigations into the development and life-history of various marine and lacustrine species,

and also to make collections. The results of these investigations are to be found in the Government reports.

Scholarships, Prizes, Etc.—In February, 1844, the Council of King's College established prizes in books of the value of £4 and under, for excellence at the First and Second annual examinations, and in medals to the value of £7 10s. for the Final examination. The regulations would admit a maximum possible expenditure under this head of £85 10s. In November, 1846, nine scholarships were established for matriculants. After reorganization as the University of Toronto, money seems to have been lavishly expended for these purposes. According to the accounts of the year 1854, £521 13s. 4d. was actually paid in scholarships, and £186 19s. in prizes and medals. Under the reconstituted University this outlay was greatly increased. According to the regulations of 1854, sixty scholarships (fifteen at each of the first four examinations) of the value of £30, tenable for one year, were offered, besides prizes in books of the value of £5 each for proficiency in each of the several departments, to students who were not candidates in Honours.

At the B.A. examination, a gold medal was offered to the first candidate in First Class of each of the six Honour departments: Classics; Mathematics; Metaphysics; Chemistry, Zoology and Botany; Chemistry, Mineralogy and Geology; and Modern Languages; and a silver medal to every other candidate obtaining First Class Honours, as well as prizes in books of the value of £5 for "each of the subjects appointed for all students." The amount actually expended during the year 1856 was, for scholarships, £1158 6s. 8d., and for prizes, £128. During this year, there were only thirty-seven undergraduates in attendance, and one hundred and twenty was the whole number of students. In 1859, the scholarships were reduced to eight at each of the first four examinations, but five new scholarships are added for the final examination; medals were offered as before, except that Natural Sciences was regarded as a single department; the prizes in books were confined to the Final examination, one in each of the branches of Natural Science and one in Orientals. There were also three prizes in books for M.A. theses; and in the undergraduate course, prizes for Greek, Latin and English verse, as well as for Greek, Latin, English, French, and German prose. In 1860 the amount actually expended in scholarships was $5,513.29, and $881.10 in prizes and medals; the number of undergraduates in attendance being 129, and 225 the total number of students. The Report of the Commission of 1861 states that, from the opening of King's College to the end of 1852, $4,618.78

had been expended in scholarships, and $879.19 in prizes and medals; while from 1853 to 1861, inclusive, $39,759.89 had been expended in scholarships, and $6,768.98 in prizes and medals.

In 1864 the scholarships were reduced in number to twenty-four. In 1874 the number was increased to thirty-nine, but instead of all having the uniform value of $120, some were of the value of $80 or $60; the whole amount offered in scholarships was $4,180. In 1877, scholarships were again somewhat reduced, and silver medals were limited to one in each Honour department. In 1883, when financial stringency was becoming really felt, the Senate resolved that scholarships should be confined to Matriculation and the First Year, and the value of scholarships offered out of the funds of the University by the regulations of 1885 had fallen to $1,290. Since 1888, no prizes or scholarships from general University funds have been offered.

Meanwhile outside beneficence had been coming to the assistance of the University in this matter. The first of these gifts was that of the present King on the occasion of his visit to the University in 1861. Originally this "Prince's Prize," as it was termed, took the form of a silver inkstand, awarded to the candidate at the B.A. examination, who, "having been classed in Honours in at least two departments, and in the First Class in at least one department, shall have obtained the highest aggregate marks." Since 1877, there has been substituted for this, the Prince's Scholarship, which is conferred upon the candidate who ranks first in General Proficiency at Junior Matriculation. The Earl of Dufferin, during his term of office as Governor-General, inaugurated the practice which has been followed by his successors of giving a gold and a silver medal annually. The first award was in 1876. The late Senator John Macdonald is the first of a long line of citizens who have bestowed scholarships and prizes upon the institution. His gift dates from 1864. In 1877, the Hon. Edward Blake, then Chancellor, established a scholarship in History and Political Science. Subsequently the same generous benefactor made large additions to his first gift, the income of which has been, since 1892, applied to scholarships at Junior Matriculation. An enumeration of these and similar benefactions is to be found in Appendix F to the present volume.

Miscellaneous.—Several miscellaneous points in regard to the work of the University remain to be mentioned, some of which do not properly or wholly come within the sphere of the Faculty of Arts, but better find a place in this chapter than elsewhere.

The immense extension, in recent years, of the application of scientific knowledge to manufactures and to various economic

processes has brought the work of the University in closer touch with the business world. This is, of course, most apparent in such departments as the Faculty of Applied Science or the Agricultural College; but it is also effective within the sphere of Arts work, especially as a factor in strengthening and developing certain sides of the curriculum. For this and other reasons, there has grown up an increased interest in the University on the part of the business community, as manifested in many benefactions, such as the Banker's Scholarship given by various Chartered Banks in Ontario. The same tendency shows itself in other ways, *e.g.,* to quote from the Presidential Report of 1902: "The number of students in Arts of the University who, after graduation, devote themselves to commercial pursuits or to journalism has been increasing for some years past. A constant and growing demand exists for young men for business posts, who have enjoyed the advantages of a university education, and a number of graduates who have entered upon positions of this nature have met with remarkable success. In view of a feeling existing widely in business circles that a shorter course leading to a diploma instead of the usual degree in Arts would be of advantage to young men contemplating a business career, and especially in view of the representations made to this effect by the Toronto Board of Trade, the Senate instituted, in June, 1901, a two years' course in Commercial Science leading to a diploma in the subject. This course came into operation at the beginning of the session 1901-2."[1] "The course in Commerce is intended," as officially stated in the Calendar, "to supply facilities for the training of young men who purpose entering upon a business career, especially for those who desire to turn their attention to domestic and foreign commerce, banking, or those branches of the public service, *e.g.,* trade, consularships, in which a knowledge of business is essential; it is designed also to provide instruction for those preparing themselves for positions as Commercial Masters. The course has been limited to two years of study, in order to meet the requirements of students who cannot spend a longer time in preparation. Such students as are able to complete a four years' course of study, will find in the Arts Course in Political Science a curriculum corresponding in some important respects with that prescribed for the diploma in Commerce." In connection with this course, the members of the Executive of the Board of Trade of the City of Toronto for 1901 have provided the sum of $200 for scholarships, and Mr. P. W. Ellis, formerly President of the Board of Trade, presents annually a bronze medal, which is awarded on the examination of the Second Year.

In a similar fashion the need of practical training in science for women, was met, in 1903, by the establishment of a curriculum in Household Science, extending over four years, and leading to the degree of Bachelor of Household Science. On the completion of the Third Year of the Course, a diploma may be granted.

For the encouragement of professional studies among the teachers of the Province a curriculum in Pedagogy, leading to the degrees of Bachelor and Doctor of Pedagogy (B. Pæd. and D. Pæd.) was instituted by the Senate in April, 1894. The candidate for the Bachelor's degree must be a graduate in Arts from a university in the British dominions, and must possess a full First Class or High School assistant's certificate granted by the Education Department of Ontario, and must pass the prescribed examination in Psychology with its application to Pedagogy, the Science of Education, the History and Criticism of Educational Systems, etc. The candidate for the Doctor's degree must, in addition to being already a Bachelor of Pedagogy, have a Specialist's certificate granted by the Education Department of Ontario, and at least ten years successful experience as a teacher in Ontario, and pass the prescribed examination. The first successful candidate for the Bachelor's degree passed in 1895. At the close of the session of 1903-4 fourteen persons had obtained the Bachelor's, and eleven the Doctor's degree. At present there is a likelihood of the speedy establishment of a chair of Pedagogy in the University, to afford the special instruction that has long been desirable, in view of the fact of the large number of graduates who annually enter the teaching profession.

In addition to its regular academic work the University has attempted in various other ways to contribute to the spread of knowledge and culture in the city and the Province. During the session of 1890-91, a series of literary and scientific lectures open to the general public, was given by the members of the staff on Saturday afternoons; since that date there has been, during each session, a similar series of six or more lectures delivered, known as the "Saturday Lectures." In course of time, the attendance becoming too large for any hall in the University buildings, a small fee was imposed and the proceeds devoted to some University object. By these courses, the public has been provided with the opportunity of hearing, not merely members of the staff, but also residents of the city, upon topics on which they are specially qualified to speak. The services of lecturers from a distance have also been enlisted; such men as Professor Morse Stephens, Professor Prince, Mr. J. B. Tyrrell, Mr.

Thompson Seton, Mr. Louis Fréchette, Dr. W. H. Drummond, Mr. W. W. Campbell, Mr. Duncan C. Scott, Dr. W. D. LeSueur, Mr. F. Wade, Rev. C. W. Gordon, Dr. Sidney Lee, Mr. W. B. Yeats and Professor R. G. Moulton.

For a long period members of the staff had been accustomed to give lectures for literary and scientific societies throughout the Province. By the year 1896, their work had grown to such dimensions that it seemed expedient to organize it. At first, this was undertaken by the Alumni Association; but subsequently the matter was put in the charge of a committee of the Councils. At the opening of each session, a list of members of the various staffs, who are willing to lecture, and of the subjects which they are prepared to treat, is printed for circulation, and applications from the local centres are received by the Secretary of the Committee, Professor Squair, upon whose shoulders, from the beginning, the burden of the arrangement for the "Local Lectures," as they are called, has fallen. The services of the lecturers are given gratuitously, the local organization being required to pay only the actual expenses. In this way, a large number of lectures have been given during the last ten years; in the session of 1904-5, for example, thirty-one members of the staff, and one hundred and fifty-four different topics were available; and sixty-five lectures were actually delivered at twenty-four local centres.

Provision was also made, in 1894, by a statute of the Senate, for university extension proper. Under this scheme, there are opportunities afforded for instruction by courses of lectures of a less popular character, upon some one topic, implying study on the part of the hearers, and also for the holding of an examination and the granting of certificates if required. The demand for such lectures has been limited, and in point of fact confined to Toronto and Hamilton, where several courses have been given.

To meet the needs of teachers and others who find it impossible to attend during the regular session, a Summer School was inaugurated in 1905, and instruction of the same character as that given in ordinary undergraduate work was offered in various subjects during the long vacation. Some hundred persons took advantage of the courses, and this branch of university work is likely to become of great importance and magnitude. Another step in the same direction has been taken during the session of 1905-6 in providing classes in the General Course of the First Year after school hours for the special advantage of those engaged in teaching in the city. The success of this departure seems likely to justify the extension of the work over the later years of the undergraduate course.

In conclusion, it may be of interest, as the Arts course is intended to give general culture and not specifically prepare for any profession, to indicate the occupations of the Bachelors of Arts who have graduated at various epochs since the inauguration of the Faculty in 1843.

OCCUPATIONS OF ARTS GRADUATES (MEN).

CLASS.	Church.	Law.	Medicine.	Teaching.	Journalism and Literature.	Business.	Civil Service.	Farming.	Other Occupations.	Not known.	Total.
1845	1	11	2	2	..	..	..	..	..	1	17
1854	1	9	1	3	..	..	..	..	..	..	14
1856	2	7	1	3	..	..	..	..	..	2	15
1864	2	4	3	6	..	3	1	..	..	3	22
1865	5	4	2	4	..	3	..	..	..	4	22
1874	3	10	2	3	1	2	..	..	..	4	25
1875	7	6	..	8	..	3	1	..	..	5	30
1884	12	21	7	16	..	3	2	1	..	3	65
1885	18	27	3	15	1	2	2	..	..	3	71
1894	15	19	7	39	1	6	1	..	3	15	106
1895	32	30	11	44	5	4	2	..	6	5	139
1899	16	22	9	39	3	7	3	..	3	17	119

OCCUPATIONS OF ARTS GRADUATES (WOMEN).

CLASS.	Married.	Teaching.	Nurses.	Other Occupations.	At Home or not given.	Total.
1885	2	2	..	..	1	5
1891	2	6	..	2	3	13
1894	5	9	..	1	4	19
1895	19	6	..	4	7	36
1899	7	24	2	4	8	45
1900	2	13	..	7	6	28

CHAPTER VI

THE ARTS COLLEGES: UNIVERSITY COLLEGE

University College is, since the Federation Act of 1887, the complement of the University of Toronto, in the system of higher education provided by the State. The State furnishes through University College instruction in those departments of the Arts Course in which it does not furnish instruction through the University. The College bears to the Crown exactly the same relations as does the University. By the Crown all appointments are made, and the Lieutenant-Governor of Ontario is *ex officio* the visitor of the College. It shares with the University in the original endowment and in all grants made for general purposes; the fees of its students are paid into the common purse of the University and College, and its finances are managed by the same Board of Trustees, of which the principal is *ex officio* a member. It occupies, along with the University, the Main Building. Its governing body is the University College Council, which consists of the principal, professors and associate professors.

As for many years before the date of federation University College represented the teaching side of the University, it will be convenient to include, in the present chapter, an account of the work of instruction carried on, under different names, in connection with the provincial university since the year 1843; and, further, an account of such other matters pertaining to the inner economy of this variously constituted institution as have not been covered in the preceding chapters, although much of this might have been properly, and some of it more properly, included in the history of the University.

The first apointment on the staff was that of Dr. McCaul,* who, in November, 1842, was nominated to the chair of Classical

* Born in Dublin, 1807; entered Trinity College in 1820, graduated thence with the highest distinction, continued in residence as a tutor, published editions of various classical authors; LL.D. by examination in 1835, took Holy Orders in 1831, appointed Principal of Upper Canada College in 1838. Notwithstanding his duties as professor and president, he continued his literary pursuits and published works on "Britanno-Roman Inscriptions" (1862), and "Christian Epitaphs of the First Century" (1868). His scholarship was at once ornamental—lending itself to happy renderings of the orators of Greece—and erudite, insomuch that he made himself a name for original research in the remote sphere of epigraphy. The collection of works which he gathered in this department for the University Library (unfortunately destroyed by the fire of 1890)

Literature, and of Belles-lettres and Logic; he was at the same time made Vice-President. In the following February, the Rev. James Beaven, D.D.,* arrived from Oxford to occupy the chair of Divinity, and of Metaphysics and Ethics. Besides these two gentlemen, the members of the staff at the opening of the first session, October, 1843, were Henry Holmes Croft,† Professor of Experimental Philosophy and Chemistry; Richard Potter, M.A.,‡ Professor of Mathematics and Natural Philosophy; William Charles Gwynne, Professor of Anatomy and Physiology; John King, M.D., Professor of Medicine; William Hume Blake, Professor of Law, and William Beaumont, Professor of Surgery. The professors in Medicine and Law, being engaged in the practice of their professions, received much smaller salaries than their colleagues in Arts, viz., £200 in the case of Medicine, and £100 in that of Law. According to statute, a salary of £500 was attached to each of the chairs, Classics and Divinity. As Vice-President, Dr. McCaul received an additional sum of £250. The salary of each of the other professors in Arts

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was of exceptional value, unequalled probably on this continent. As a public speaker he possessed gifts of a high order. His oratory was carefully elaborated and dignified, best suited to set occasions, as at convocations, or when the dead dignified, best suited to set occasions, as at convocations, or when the dead soldiers were brought back from Ridgeway. But when a ready debater was required, as on the occasion of the attack upon the University before a parliamentary committee in 1860, it was Professor Wilson, and not President McCaul, to whom the defence of the institution was entrusted. Dr. McCaul was noted, too, for his ever-ready bonhomie and his unfailing store of Irish geniality. In 1880 the increasing infirmities of age led him to resign his office in the University, and in 1887 he died. See account by John King, M.A., K.C., in *'Varsity*, October 16th and 23rd, 1880. There is also a sketch of Dr. McCaul, by W. Wedd, M.A., in the *University Monthly*, October, 1901.

* He was born in 1801; took his B.A. at Oxford in 1824; his D.D. in 1842; he held his professorship during the existence of King's College, was appointed Professor of Metaphysics, etc., in the new University, resigned in 1872; subsequently had charge of a church in Whitby, died in 1875.

† Born in 1820, studied in Berlin, author of various scientific papers, first Vice-Chancellor of the University of Toronto; on account of ill-health retired in 1879; removed to Texas and died there in 1883. "At his inaugural lecture the Bishop of Toronto was sitting in his Episcopal robes immediately in front of the lecturer. Croft, in his usual brilliant style, was demonstrating the ignition of potassium in contact with water. By the burlesque of chance, a fragment of the burning metal splashed upon the Bishop's lawn sleeve and set it on fire—an incident too typical of what were shortly to be the relations between the President and the Professor to be easily forgotten." . . . "He was a sound chemist, thoroughly grounded in the principles of the science, and widely read in its literature. But it was the practice of analytical chemistry, in the search for new substances, and in the investigation of their properties and reactions, rather than in the abstractions of chemical theory, that he found his most congenial employment. . . . He inspired in those students, who were privileged to work with him, not only respect for the master and enthusiasm for the work, but also, and chiefly, love for the man. He was a most delightful companion, steeped with the love of nature, full of dry humour, thinking strongly and speaking fearlessly, but brimming over with kindness." See sketch by Professor Ellis, in the *University Monthly*, for November, 1901, from which these extracts are taken.

‡ Professor Potter was a scientific man of some note, he had been 6th wrangler at Cambridge in 1838; Professor of Natural Philosophy and Astronomy in University College, London, 1841-3; resumed this professorship on his return from Toronto, and held it until 1865; was author of several treatises on Mechanics, Optics, etc.; died in 1886, aged 87 years. See "Dictionary of National Biography."

was £450. This difference in emolument, which Professor Potter considered an indignity and breach of faith, led to his resignation at the close of the first session. The Chancellor (in those days always the Governor of the Province) wrote to England for a successor, expressing a preference, in view of the feeling in the country against the denominational character of the institution, for a member of the Church of Scotland. This application to Britain was not, however, necessary. It happened that, at this particular date, the Government were desirous of obtaining the services of the Rev. Egerton Ryerson as Superintendent of Education; they found it convenient to render this possible by appointing to the vacant chair in King's College the gentleman who was then acting as Superintendent, the Rev. Robert Murray, M.A., at one time a Presbyterian minister at Oakville. In October, 1844, Mr. J. M. Hirschfelder, who had already, on his own initiative, been engaged in teaching Hebrew to the students, was appointed tutor in that language, but without other remuneration than the fees of his pupils. Apart from the fact that, in February, 1848, Dr. McCaul succeeded Dr. Strachan as president, there were during the existence of King's College no further changes in the Arts staff. Very extensive and varied additions were, however, in contemplation. A statute of 1844 provided for the establishment, as soon as funds should be available, of chairs in (1) Hebrew and Oriental Languages, (2) Political Economy, (3) Medical Jurisprudence, (4) Music, (5) History, Geography and Antiquities, (6) Geology and Mineralogy, (7) Civil Engineering, (8) Architecture, (9) Painting, (10) Agriculture. At the same date a second statute was passed to the effect "that the Council should appoint from time to time such and so many teachers and tutors of Modern Languages as may seem to them expedient."

The five professors whose names stand first in the list of appointments given above, became, in accordance with the charter, members of the College Council. Almost immediately, as may be gathered from the minutes, there appeared a tendency to cleavage at the meetings. On the one side were the President, the Vice-President and Dr. Beaven; on the other, Professors Gwynne, Croft, and Potter. The latter section declared themselves in favor of an amendment of the charter, and of Mr. Baldwin's first university bill, then under discussion; they were opposed to the rapid sale of the endowment lands, they usually advocated economy, and seem to have possessed the larger measure of business aptitude. Through the exertions of Dr. Gwynne, the alienation of lands was for a time (in 1845) suspended; through him also a great service was done the College

by the exposure of irregularities, on the part of the clerks of the Bursar's office, in connection with the sale of lands. The Council, though a body seemingly ill-constituted for the purpose, was mainly occupied with financial matters; a large part of strictly academic business was handed over to the Vice-President and to a committee called the Hebdomadal Board, consisting of the five senior professors. Of their proceedings no record is now available, perhaps none was kept.

At the formal opening, June 8th, 1843, twenty-six students signed the roll. As many of these young men subsequently attained conspicuous positions in the Province, the list is worth giving: H. J. Boulton, J. A. Cathcart, George Crookshank, W. G. Draper, Elliott Grasett, J. T. Hagerman, John Helliwell, W. P. Jarvis, H. B. Jessopp, E. C. Jones, W. M. Lyons, J. J. Macaulay, S. S. McDonell, T. A. McLean, A. D. Maule, James Patton, John Roaf, Christopher Robinson, Alfred Sharpe, W. Larratt Smith, James Stanton, Walter Stennett. F. W. Barron was also incorporated from Queen's College, Cambridge. The undergraduates appeared in gowns of the pattern still worn—a costume which belonged, as is noted in the original account of the proceedings, "to the Pensioners of Clare Hall, Cambridge, of which the Rev. Dr. Harris, the first Principal of Upper Canada College, had been a member." In March, 1845, there were, as we learn from a return in the sessional papers, twenty-nine Arts students in attendance; of these twenty-three were Anglicans, two Presbyterians, three Congregationalists, and one Roman Catholic. In addition there were fourteen students in Law, thirteen in Medicine, and two in Divinity. During the last session of King's College, 1849-50, ninety-two students attended, of whom forty-five were regular and forty-seven occasional students.

The Arts course covered three years, and the members of the three classes were officially termed Freshmen, Junior Sophisters and Senior Sophisters. The original matriculants were sufficiently advanced to enter the Second Year; so that 1845 is the date of the first graduating class. The first Commencement was, however, held on Friday, December 20th, 1844, when *ad eundem* degrees were conferred, and prize compositions in Greek, Latin, and English, both verse and prose, were delivered by William Wedd, Walter Stennett and Daniel McMichael. Classes were conducted in the old Legislative Building, vacated through the change of the seat of Government upon the union of Upper and Lower Canada. Considerable expense was incurred in adapting this building to its new purpose—one of the largest items being the fitting up of a chapel where daily

services were held by the Professor of Divinity; this, the students were expected to attend. Dr. Beaven, who had musical taste and ability, was accustomed to intone the service with the help of a pitch-pipe. The students might also, until the session of 1845-6, dine together in the hall; at the table some one of the professors presided. However beneficial in other respects, financially this arrangement was not productive of great returns; the expenditure in one year was £704, and the receipts from the fourteen students who availed themselves of it were only £210. Dining in hall was superseded in 1845 by the opening of the residence.

The east wing of the proposed College Building had been completed in the autumn of 1843. No use, however, was made of it, and for two years it was only a source of expense. In the beginning of the session 1845-6, it was opened as a residence (for which purpose, indeed, this portion of the proposed buildings had been originally designed) with Dr. Beaven as Dean. The Council passed a regulation "that all students hereafter matriculated shall be required to reside within the College, unless their parents or guardians reside in the city or its vicinity." This rule was not enforced, and the number living in residence was small, some fourteen students on an average. Financially, the residence was as little successful as the dining-hall. Apart from board, which seems to have been left to private arrangement, the total expenditure for the three years which follow its inauguration, was £1,125, and the receipts were only £118. This state of affairs, seemingly unsuspected by the Dean, became clear through an investigation which he was called upon by the Council to make in September, 1849. As at this date arrangements had already been made for the coming session, it was resolved to continue the residence until the close of the academic year. Before the arrival of that date the Baldwin bill had passed. In October, 1849, the last Convocation of King's College was held. The interest of the occasion was enhanced by the presence of Lord Elgin, who, in his address, referred to the fact that, during the brief existence of King's College, two hundred and fifty students had been entered on the books and seventy degrees had been conferred.

In the beginning of 1850, King's College became the University of Toronto. The Baldwin Act, which brought about the change, had actually been supported by petition of the College Council; but this meant little, for the petition was carried by a vote of three to two, and the minority consisted of the President and the Dean, who entered their dissent; the Principal of Upper Canada College declined to vote. The teaching staff was, by this Act, transferred to the new institution, with the exception

of Dr. Beaven, the chair of Divinity having of course been abolished. He was, however, presently reinstated as Professor of Mental and Moral Philosophy. In the internal working of the institution there was probably but little change. In 1850 there were one hundred and nineteen students in attendance, of whom thirty-nine were matriculated, sixty-eight were occasional and twelve were graduates. Of these one hundred and nineteen students, sixty-nine belonged to the Faculty of Arts. In 1851 the number of students was one hundred and twenty-four; of these eight were graduates, of whom six were Anglicans and two Methodists; forty were matriculated students, including twenty-seven Anglicans, one Methodist, three Congregationalists, two Roman Catholics, two Universalists, one Baptist, one from the Church of Scotland and one from the Free Church; seventy-six were occasional students, including thirteen Anglicans, nine Methodists, three Congregationalists, one Baptist, two United Presbyterians, three from the Church of Scotland, and thirty-nine from the Free Church. The University was, notwithstanding, in a precarious condition; most of its former friends, like Bishop Strachan, were alienated, and they attacked it as "a godless institution." Dr. Ryerson, in a private letter to the Hon. Francis Hincks, of July, 1852, describes the University, no doubt with some exaggeration, as "defended by nobody, cared for by nobody, but by its salaried officers and paid students." (The last phrase alludes to the number of scholarships.) But not even all its salaried officers could be reckoned among its defenders. Dr. Beaven's position in the new University having been adduced, in the public press, by the first Chancellor, the Hon. P. de Blaquière, as a proof that it was not a godless institution, Dr. Beaven protested. "I have," he wrote to the Chancellor, "repeatedly in your presence and that of the Senate expressed my entire disapproval of the very principles upon which the University is founded, and . . . I think I have strong ground of complaint against you for using my name to sustain the character of an institution which I abominate."

There were other difficulties. The University had no suitable place of abode, and was not permitted to remain long even in its makeshift habitations. Already in October, 1849, the College Council had received notice to vacate the Legislative Buildings, which were once more required for their original purpose. They accordingly determined to occupy the College Building, ill-suited as it was for the work of instruction. A committee reported that there was one room, thirty feet by twenty, which might serve as a hall; and that by tearing down lath-and-plaster partitions, eight moderate-sized class-rooms might be obtained. The Medical Faculty was temporarily accommodated in

a building belonging to Upper Canada College. We learn that, in May, 1851, besides the College Building, where Arts lectures were given and the examinations held, and where the Library, Museum and Chemical Laboratory were situated, there was a new building for the Medical Faculty on the site now occupied by the Biological Building.

Meanwhile, very important additions to the staff were in contemplation,—additions which were to give a new and more modern character to the curriculum, and to help in establishing a type of higher education more consonant with the needs of the country. In consequence of the recommendation of the Visitation Commission,* appointed in accordance with the new Act, chairs were to be founded in Agriculture, History and English Literature, Civil Engineering, Natural Philosophy, Modern Languages, Mineralogy and Geology, and Natural History. During the year 1851, the Caput was engaged in examining the qualifications of various applicants. The first chair filled was that of Agriculture, by the appointment of George Buckland, in February, 1852. Previous to this, in the autumn of 1850, Mr. Hirschfelder had been made lecturer in Oriental Languages at a salary of £150 per annum. The petition which he addressed to the Senate in seeking this appointment, contains some particulars of interest. The petition states: "The first three years that he had been connected with the University the students in Divinity connected with the Church of England only attended his lectures. The fourth year he obtained a large increase from the theological institution connected with the Congregational Church, who have hitherto regularly sent their students to attend his lectures. Last year the synod of the Free Church of Scotland determined that the students of Knox College in this city should attend the Hebrew lectures at the University, and in accordance with that resolution of the synod twenty-six students of Knox College attended my lectures last winter. This present session I have obtained some students from the theological institution, which had been removed from London to Toronto, in connection with the United Presbyterian Church."

The Hincks bill, which separated the teaching function from that of examining and conferring degrees, received the Royal assent in April, 1853. Accordingly, University College began its work with the Michaelmas term of that year. During the first session, it followed the curriculum of 1851, which did not essentially differ from that of King's College. The teaching was now, however, limited to Arts, and at the same time the staff was

* The members were the Hon. W. H. Blake, the Hon. John Hillyard Cameron, Q.C., M.P.P., John Wilson, M.P.P., James H. Richardson, M.D., and David Buchan.

greatly enlarged. The new professors who entered upon their work at the opening of the session, 1853-4, formed, on the whole, an exceptionally interesting and able group, and were a large element in the maintenance of the institution through the following years of uncertainty and peril. In the spring of 1853 Professor Murray had died, and Mr. J. B. Cherriman, M.A., Fellow of St John's College, Cambridge, who had been for some time acting as his assistant, became virtually his successor, although the title of the chair was now Natural Philosophy. One of the applicants for this position was John Tyndall, and the failure to secure him has often been cited as an example of the fallibility of appointing bodies. But Professor Cherriman was a man of great ability and attainments; he had already proved, upon the spot, his powers as an instructor (to which a long series of his pupils have since borne testimony), and is represented as having revolutionized the teaching of Mathematics in the Province. It seems, therefore, highly probable that the authorities decided wisely, according to the evidence before them; indeed, it is by no means certain that Professor Tyndall would have done more for the cause of higher education in the country than did Professor Cherriman. In the case of the chair of Natural History the appointment is more open to criticism. Huxley was an applicant; both his record and his testimonials showed him to be, perhaps, the most likely candidate, but the position was given to the Rev. William Hincks,* a brother of the leader of the Government. It must not be supposed that Professor Hincks lacked qualifications. Originally a Presbyterian minister, he had for the last twelve years been Professor of Natural Philosophy, first in Manchester College, York, and then in Queen's College, Cork. The chair of Mineralogy and Geology was filled by the appointment of Professor E. J. Chapman,† who, to accept it, resigned a similar chair in University College, London. The Professor of Modern Languages was Dr. James Forneri,‡ a native Italian, graduate of a

* William Hincks, born in Cork, 1794, occupied the chair in University College, 1853-1871. He was an ardent, systematic naturalist, and gathered a collection which forms the basis of the present Biological Museum. See article by C. R. W. Biggar, M.A., K.C., in *University Monthly*, June, 1902.

† Professor Chapman was a remarkable and interesting man, a skilful fencer and a poet, as well as a scholar and teacher. His education and earlier career had not been of the stereotyped academic kind. Born in 1821, educated mainly in France, partly in Germany, he enlisted in the French army; served an actual campaign in Algiers; became a civil engineer; was appointed to the chair of Mineralogy in University College, London. He was the author of a number of scientific papers, and of several text-books; Ph.D. of Goettingen, 1862; LL.D. of Queen's, 1867; retired in 1898 after forty-two years' occupancy of the chair, and returned to England. A collected edition of his poems (several of which had been published long before) was issued by Kegan, Paul & Co., after his retirement; he died in January, 1904, aged 83. See sketch by Professor Ellis, in the *University Monthly*, June, 1902, and March, 1904.

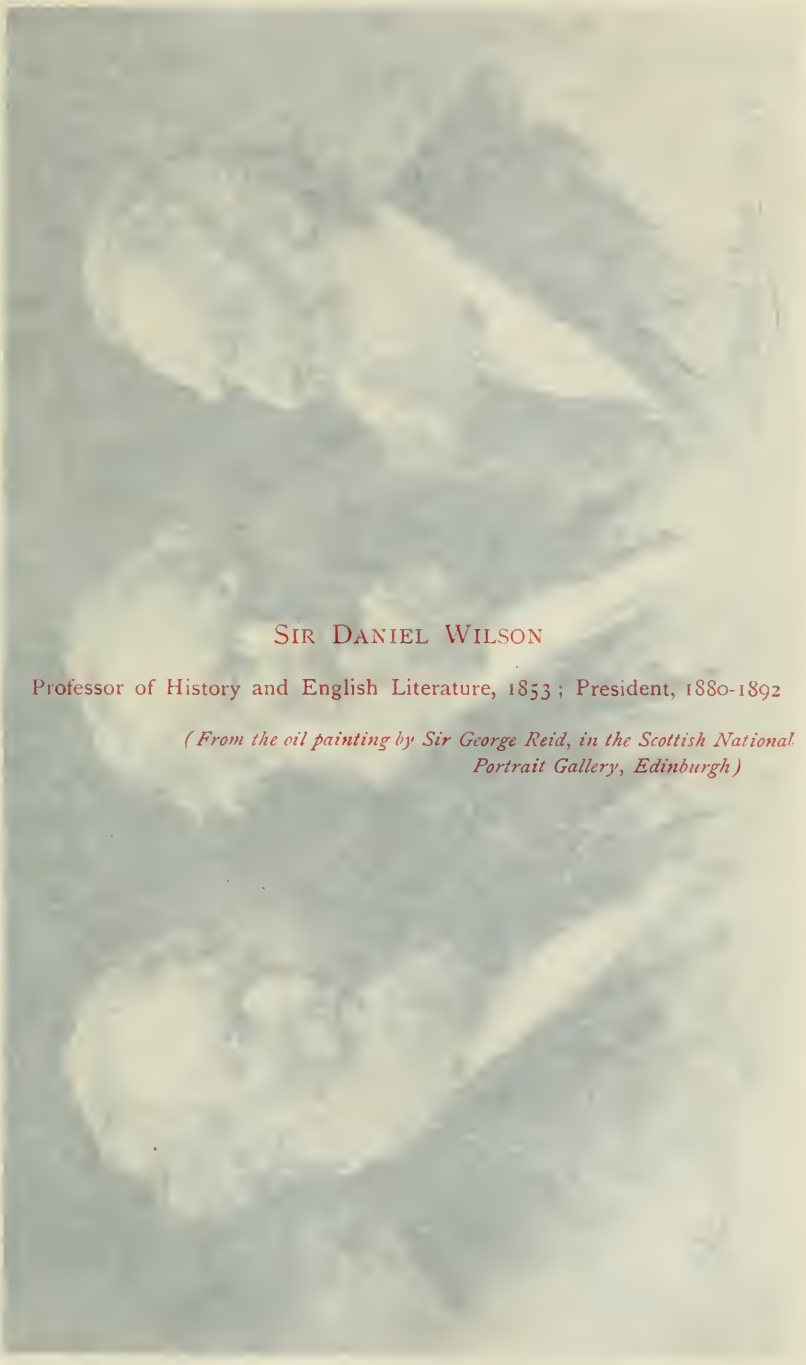
‡ For sketch of his life, see article by John King, M.A., K.C., in *'Varsity*, for 1881, or by Professor Oldwright, in the *University Monthly*, May, 1902.

Roman university. He had been a lawyer and a soldier, and was now, for political reasons, an exile from his native land. Dr. Daniel Wilson,* a man of versatile powers, who had already won distinction both in literature and archæology, was the successful candidate for the chair of History and English Literature.

As far back as 1841, King's College Council had granted a site in the College grounds upon which a Magnetic Observatory might be erected; this was one of many instituted by the Imperial Government, in 1839, at the request of various scientific societies. In 1853 the Observatory was transferred to the Canadian Government, and in 1856 it came into connection with the University, the Government contributing the expenses. This change in management resulted in an addition to the staff —the appointment of the Director, G. T. Kingston, M.A.,† in May, 1855, as Professor of Meteorology in University College. Hence the appearance of the somewhat unusual sub-

* Born in Edinburgh in 1816; educated in the High School and University of that city; from 1837-1842 lived in London, working chiefly at literature and also at engraving. His most important work of the latter kind is a steel engraving of Turner's "Ancient Carthage: Embarkation of Regulus," a copy of which hangs in the Librarian's room. His artistic skill was afterwards employed on the details of the Main Building. "The freedom and vigour of the grotesque corbels and gargoyles was quite in his line, and he said he made many sketches of these for the carver. The emphasized corners of the main tower were due to his suggestion. The top had originally a straight parapet. This is an immense improvement in the tower, and the bold and simple manner in which it has been carried out is very characteristic of the suggester. He also said he had designed the large window on the front. [See, however, Prof. Vandersmissen's article in the *University Monthly*, June, 1905.] I understand by this the window in the tower over the entrance (W. A. Langton, "Sir Daniel Wilson as an Artist," *University Monthly*, April, 1902). In 1842 he returned to Edinburgh; in 1848 he issued his first notable volume, "Memorials of Edinburgh," which, in its letter-press and sketches, exhibited both his literary and artistic skill. In 1851 he published "Prehistoric Annals of Scotland," which won him a high place as an archæologist. In Canada, he continued his work in archæology, ethnology and literature, but became more and more a man of affairs. He was full of energy, a ready debater, and a fluent speaker. This is fully exemplified in his defence of the University before the parliamentary committee of 1860. In these days he was an advocate of what were then the advanced views in education, a supporter of the policy which modernized the curriculum of the new institution, as compared with the more antiquated and conservative tendencies of King's College. He naturally succeeded Dr. McCaul, in 1881, as President; in 1888 he was knighted. The great fire of 1890 imposed upon him duties which required extraordinary exertions. To Sir Daniel Wilson's great amusement the newspapers on the following morning plausibly described the venerable President as prostrated by the shock of seeing the beautiful building and its contents destroyed in a single night. Nothing could have been further from the truth. Instead of being prostrated, he was stimulated to extraordinary activity. His practical sense and energy asserted themselves at once. "He died during the summer vacation of 1892, the University year not long completed, and the duties of his office wound up and put aside for a season. Everything seemed to have been made ready for his departure; he even finished the revision of the proof-sheets of his last book during the earlier days of his illness." His energy found other outlets than merely academic work. He was prominent in philanthropic and church circles; in Toronto, one of the most successful charities of the city, the Newsboys' Home, originated with him. (See "Dictionary of National Biography," also article by H. H. Langton, in Volume 5 of the "Review of Historical Publications Relating to Canada," and article by H. R. Fairclough, in *University Monthly*, for February, 1902.)

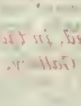
† Professor Kingston graduated in Cambridge, 1846, with a First Class in Mathematics, and had been Principal of the Nautical School in Quebec.



SIR DANIEL WILSON

Professor of History and English Literature, 1853; President, 1880-1892

(From the oil painting by Sir George Reid, in the Scottish National Portrait Gallery, Edinburgh)



SIR DANIEL WILSON

Professor of History and English Literature, 1853; President, 1880-1892

R.
July 14th. 15th & 16th.
1891.
Daniel Wilson æt. 75.

ject of Meteorology on the Arts curriculum from 1859 to 1879. To encourage the study of it a special prize was attached. In the beginning of 1856, Mr. Arthur Wickson, a graduate of King's College, became the first of a long series of classical tutors. In the session of 1854-5, the new four-years' curriculum of the University was followed in the College courses, and the teaching year was reduced to two terms, extending from the beginning of October to the middle of May. The class of 1856 was the first to spend four years in undergraduate work.

The work of University College began, as did that of King's College, in the Legislative Building. This was due to an Act (16th Victoria, Cap. 161), passed in June, 1853, which expropriated for a Government House, Parliament House, and buildings to accommodate the several public departments "such portion of the ground forming part of the university endowment and lying at the head of College Avenue, and is not required for collegiate purposes, as may be found requisite." Various reasons are cited in the Act to justify the proposed expenditure and the change of location; but the only justification for seizing university property is contained in a single clause, "whereas the site hereinafter mentioned is the most eligible for the purpose aforesaid." Accordingly, in August of the same year, the Government took possession of the University Building (although there is no mention of the expropriation of buildings in the Act), and of all the Park lying east of the Observatory and the Experimental Farm from College to Bloor Street. It was provided in the Act, that the land expropriated should be valued, and interest paid at the rate of six per cent. into the University Fund. No such payment was ever made.* It was not until the year 1897 that, as compensation for this and other claims of the University, a bill was introduced by the Hon. G. W. Ross and carried, which provided for the payment in perpetuity of $7,000 per annum to the University, and for setting apart certain wild lands for its benefit. The feebleness of the University's hold upon the public at this time is manifest in the tone of a remonstrance of the Senate against this expropriation contained in the Annual Report of 1854. "The Senate do not presume to question the policy of the statute by which the Executive Government is empowered to take possession of a valuable portion of the property of this institution without its consent. . . . but the Senate humbly conceive that the Legislature did not intend to authorize the Executive Government

* For a full account of this matter, see the valuable Report on Claims of the University, prepared for the Senate, by Mr. Thomas Hodgins, M.A., Q.C., in 1895.

to take possession of that portion of the property of the University, which had already been appropriated to college purposes, and upon which the buildings of the University had been already erected at great expense." The attitude of the Government may be further illustrated by the following extracts from the Senate report of 1856: "The Senate have seen with regret that a branch of the Lunatic Asylum has been established in the building formerly erected by the University for the accommodation of students, and that a large portion of the Park has been enclosed in connection with it. . . . In their last annual report, upon the occasion of a public road being opened in continuation of Yonge Street Avenue without their knowledge or consent, the Senate respectfully insisted that such a proceeding on the part of the Executive was neither authorized by the letter nor in accordance with the spirit of the Act of Parliament by which the property became vested in the Crown. The works nevertheless have been continued during the summer, not only upon the road newly opened, but also along portions of the old avenues, with a view apparently of making them leading thoroughfares, and as the Senate have not been consulted upon the necessity or expediency of the undertaking they have not offered any further interference. They have, however, learned, with extreme surprise and regret, that on the 1st of December, by an order of your Excellency's Executive Council, two-thirds of the cost of the work has been directed to be paid out of the University Permanent Fund upon the ground that the road was intended as an approach to the University Building."

Again the Legislative Building was required for its proper use; and at the close of 1855 the College was once more forced to remove, always at its own expense, to the Medical Building in the Park; it was necessary to add a temporary structure which afforded "accommodation for the Senate and officers of the University of Toronto, an examination hall, a laboratory, six lecture rooms," and some other apartments. At length, in February, 1856, steps were taken to bring to an end this intolerable condition of affairs. The Governor-in-Council set apart "for the use of the University that portion of the property vested in the Crown by 16th Victoria, Cap. 89, lying west of College Avenue" (a portion reckoned as containing some 103 acres), and also £75,000 for buildings, and £2,000 for a Library and a Museum. The credit of obtaining this very important appropriation, which, perhaps, saved the University Fund from partition, is mainly due to the Chancellor, William Hume Blake, and secondarily to the personal interest of the Governor, Sir Edmund Head.*

* See President Loudon's Address, in the account of the "Dedication of Memorials," in the Library, January 13th, 1894.

Meanwhile, the project of erecting Government buildings had fallen into abeyance; apart from the occupation of King's College Building and the ground immediately surrounding it for a lunatic asylum, the Park seems to have been left to the care of the Senate. In 1858 this body took the extraordinary step, as it appears at least to a later generation, of applying for an Act authorizing the Bursar to lease to the City of Toronto for a public park about forty-nine acres of the original endowment for a term of 999 years at the nominal rental of one dollar. The lease contained very strict covenants on the part of the city for planting the park with trees, fencing and making roads, etc.; these covenants the city failed to observe. The reason of the Senate's step and the outcome of it are narrated by Sir Daniel Wilson in his presidential address to Convocation, October, 1888. "It was at this critical stage when some of the most influential among Canadian statesmen made no mystery of their willingness to abandon all idea of a national university and share the endowment among various denominational institutions, that a portion of the lands acquired as a site for King's College was leased to the city as a public park. It was hoped by the alienation of a small portion of the University lands held on such uncertain tenure, to enlist civic and popular sympathy on behalf of the University of the people. Thirty years have elapsed since that transfer was effected. Some temporary benefit was derived from the construction of needful approaches to the University Building, but otherwise we looked in vain for friendly sympathy or aid from the City Fathers. The covenants of the lease were ignored and our remonstrances unheeded. But meanwhile we had outgrown the stage of unfriended weakness. Increasing yearly in numbers, reputation and influence, we found ourselves strong enough to assert our rights. The courts were appealed to, and sustained our claim; the lease of Queen's Park was adjudged to be forfeited, and the civic authorities tardily awakening to a sense of their loss were preparing to take steps which threatened prolonged and costly litigation, when—happily alike for the City and the University—the civic chair was filled by a gentleman of liberal sympathies and wise discrimination. To His Worship Mayor Clarke, in cooperation with Mr. John Hoskin, one of the members of the University Board of Trustees, we owe the arrangement of an amicable compromise alike creditable to the city and beneficial to the University." The result of the compromise was the payment, beginning in 1889, by the city to the University, of the sum of $6,000 per annum in perpetuity.

In October, 1858, the crowning stone of the beautiful Main Building was laid by the Governor, Sir Edmund Walker Head.

As the work advanced, it was found that the cost of the plans adopted would exceed the appropriation, and various economies were introduced. Brick was used instead of rubble-work in the walls facing the Quadrangle; on the residence wing, which was the latest built, "all useless ornament was omitted, and this portion made as plain as possible consistent with its relation to the main building," the President's and the Dean's residences, a cloister and many other details of the original design were wholly eliminated. Notwithstanding, the cost considerably exceeded the appropriation, and the finances of the College were straitened. This seeming extravagance in building was, as most friends of the institution now think, justified by the result. "We sometimes hear," said the Hon. Edward Blake, addressing, as Chancellor, the annual Convocation in 1884, "murmurs as to the wisdom of their erection, but those who know as I do—though I was but a young man at the time—all the circumstances of the University when that policy was adopted, know that these buildings were in a marked sense the sheet anchor of the institution in the storms which at one time threatened to subvert it." The buildings gave to University and College a new hold upon the pride and interest of the general public, and upon the affections of its alumni, and have for many years been a silent but effective monitor of a truth which should least of all be forgotten at a university, that beauty and grace as well as utility have a place in the concerns of life.

The new buildings were opened for academic purposes in the beginning of the session, 1859-60. From this point dates an era of greater prosperity for the College. In the session of 1860-61, there was a notable increase in the attendance of regular students: from 80 in 1859-60, to 129 in 1860-61. Residence was revived in the new quarters, in the west wing, which were supposed to afford accommodation for fifty students. In 1859-60 there were thirty-eight, in 1860-61 forty-eight, in 1861-62 nineteen students in residence. The falling off in 1861-62 was ascribed, partly, to new regulations which restricted admission to matriculated students in actual attendance and to graduates who had been members of the College; but, mainly, to the cheapness of private boarding-houses. On Tuesday, September 11th, 1860, the buildings were visited by the Prince of Wales (now King Edward VII.), who was welcomed by the assembled university in Convocation Hall. Over the head of the young Prince hung the motto, *Imperii Spem Spes Provinciae Salutat.* After an address and reply, he was, on the motion of the Vice-Chancellor, seconded by the Presi-

dent, admitted as a student of the Second Year, amidst enthusiastic cheers.

The second decade of the existence of the College is not marked by striking changes. The revenues were stationary, the staff but slightly increased, the methods of instruction not noticeably altered, the number in attendance fluctuated within narrow limits. But these were years in which the College was striking deeper root. From this date onward, as its students went out into the world and grew in numbers and influence, its hold upon the country was greatly strengthened. Among the alumni there are always to be found men of ability and commanding influence in the Province, as well as of loyalty and affection to their Alma Mater, such men as the Hon. Edward Blake, Chief Justice Moss, and Sir William Mulock—to mention merely some of those who in the past have held the highest official positions in the University. The amendments of the Act of 1853, which were passed in 1873, indicate the increasing importance of the alumni. In virtue of these the Chancellor was no longer to be appointed, but to be elected by Convocation, which was also to be represented on the Senate by fifteen elective members. In like manner, on the staff, former pupils, men who were in closer touch with the country, began to be appointed to positions, and, as years went on, to exercise an important and beneficial influence on the development of the institution. One of the earliest of these appointments was that of Mr. James Loudon (B.A., 1862) to the mathematical tutorship in January, 1864. He was subsequently, in 1865, made Dean of Residence. In 1873 he entered the Senate as one of the first of the elected members. The minutes of this body abundantly testify to Professor Loudon's activity, long before he had attained his present high official position, in bringing the University and College into harmony with the needs of the country and with the developments of science.

In the tenth year of the existence of University College there were one hundred and eighty-seven regular students in attendance; of these, seventy-six were Anglicans, fifty-nine Canada Presbyterians, twenty Methodists, seven Baptists, five Congregationalists, one Jew, one Lutheran, seventeen members of the Church of Scotland, and one of the Church of Rome. An examination of statistics shows that, during the earlier period of her history, University College found her chief constituency among the Anglicans and members of the Canada Presbyterian Church. In 1861 the excitement in connection with the *Trent* affair had roused the military spirit of the country, and a volunteer company, which was attached as No. 9 (subsequently

K Company) to the Queen's Own Rifles, was organized among the students, Professor Croft being captain and Professor Cherriman, lieutenant.* The former, we are told, though "singularly unsoldierly in appearance, with spectacles and long hair and beard that were the despair of the adjutant, was nevertheless a first-rate officer. He had the happy gift of making his men eager to do his bidding, and the company was never more efficient or more popular than under his captaincy." The company had other experiences than those of the parade-ground. On the occasion of the Fenian raid in 1866, it was called out and took part in the engagement at Limeridge. Privates W. H. VanderSmissen, R. E. Kingsford, E. G. Patterson and E. T. Paul were wounded; W. H. Ellis was taken prisoner; three members of University College were killed, and to their memory a stained-glass window was put into Convocation Hall, with the following inscription:

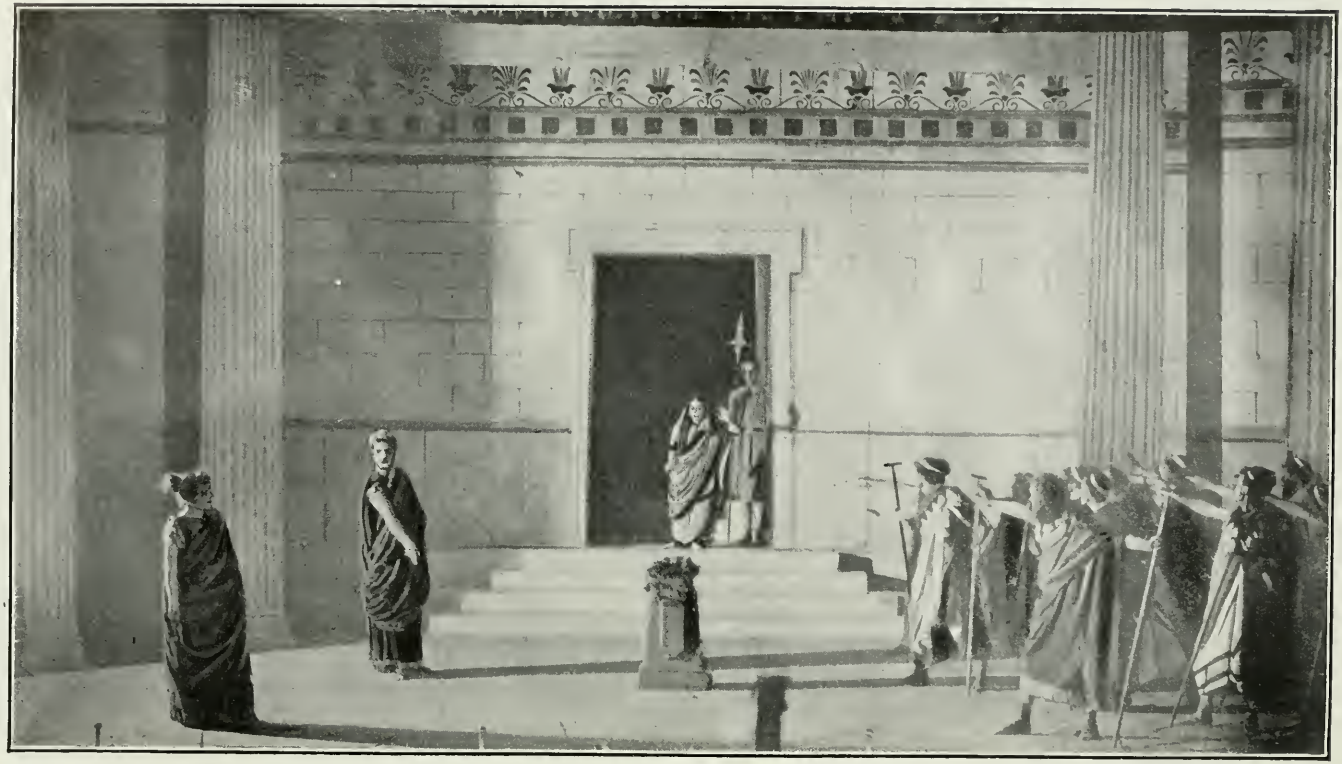
Qui, pro patria pugnantes, occubuerunt.
MALCOLM MACKENZIE,
J. H. MEWBURN,
WILLIAM F. TEMPEST,
Apud Limeridge, IV. Non. Jun. MDCCCLXVI.

This window was destroyed by the fire of 1890. Some twenty years later, the same company did good service in assisting to suppress the North-West Rebellion of 1885.

In 1866 the chair of Modern Languages was abolished, and its work assigned to three lectureships; that in Italian was retained by Dr. Forneri; the present Professor of German became lecturer in that language; and Mr. Émile Pernet, in French. On the resignation of Dr. Beaven in 1871, the College acquired a great addition to its teaching power through the appointment to the vacant chair of the Rev. George Paxton Young.† In the

* For an account of the early history of the Rifle Company, see an article, by J. Taylor, B.A., in the "University College Literary and Scientific Society's Annual, 1869."

† Born in Berwick-on-Tweed in 1819; educated in the High School and University of Edinburgh; entered the Presbyterian Church; came to Canada in 1847, pastor of Knox Church, Hamilton; appointed to the chair of Divinity in Knox College in 1854, retired in 1864; became Inspector of High Schools, and exercised a very important influence on the secondary education of the Province. The professorship in University College he retained until his death, which occurred, after a short illness, in February, 1889. The range of his attainments was very varied; in Mathematics he distinguished himself by original research, and contributed a remarkable paper on "Quintic Equations" to the *American Journal of Mathematics*. In philosophy, he did not publish anything. "At a comparatively late period of life he became acquainted with the works of T. H. Green. For years previously, however, he had been teaching to his classes views identical with those of the great Oxford philosopher." It was not by his contributions to knowledge, but by his power as a teacher, and by the influence of a noble character, that he did his greatest work. Professor Young was a prince

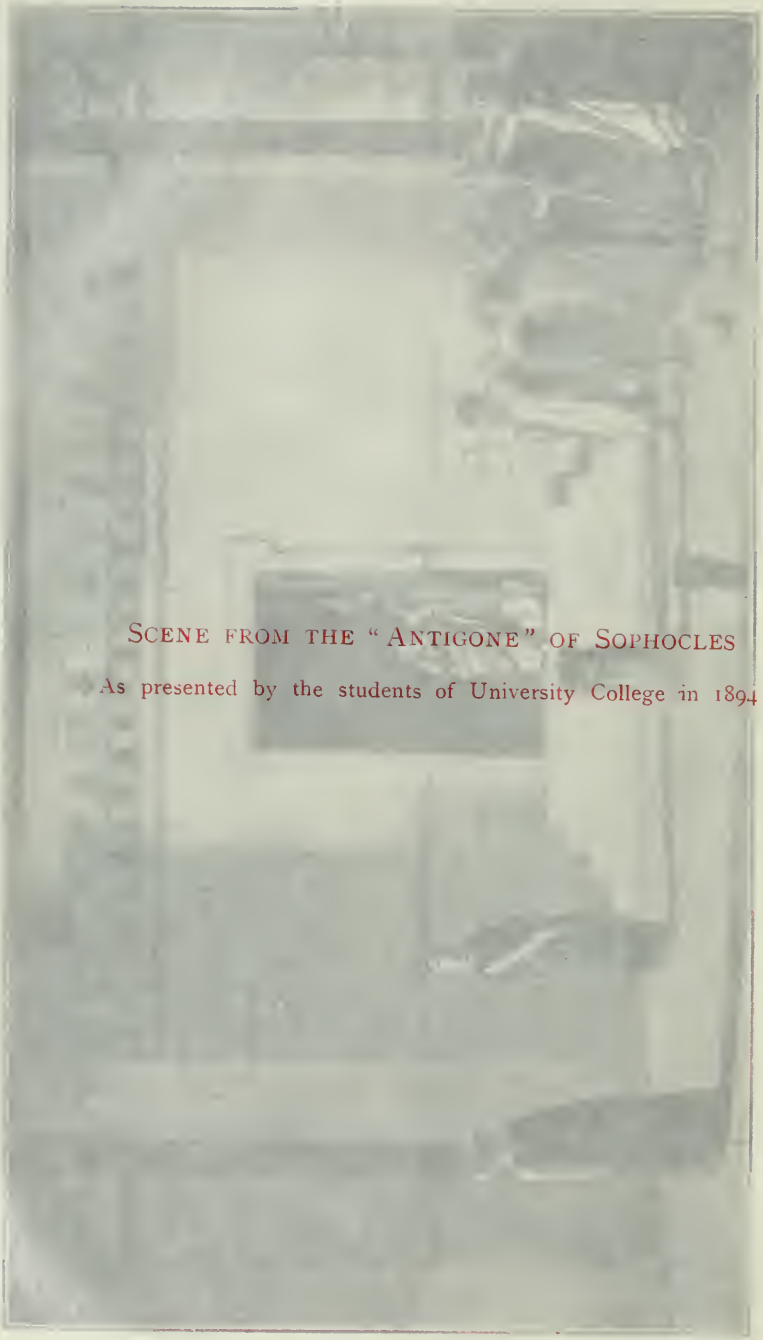


same year Professor H. A. Nicholson* succeeded Professor Hincks, [illegible] in [illegible], two years later, succeeded by the present Professor of Biology. In 1876, on the retirement of Professor Cheriman, the vacancy was filled by the appointment of [illegible] London, and the present Professor of Mathematics [illegible] in that subject. Meteorology and Agriculture [illegible] come to form an organic part of the work of the [illegible], and when the connection of the original [illegible] with the chairs in those subjects was severed in 1880 and 1885, respectively, the chairs themselves were abolished. In 1880 Dr. W. H. Pike† succeeded to the chair of Chemistry. Finally, in the same year, the retirement of the venerable President, who had been the first member of the teaching staff of King's College, served to mark the close of another period. He was succeeded as President by Professor Daniel Wilson and as Professor of Classical Literature by the present Principal of University College. The second year of the latter's term of his professorship was [illegible] through the performance, in Convocation [illegible], of the [illegible] of Sophocles by members of the college, in the original language, with [illegible] and, as in the ancient theatre, a double stage [illegible] the chorus. Twelve [illegible] larger audience of the [illegible] house, with the single stage, but with [illegible] women students of University College—of women actors in the feminine parts. On both occasions, even the unlearned were enabled, through the histrionic skill and beauty of the presentation, to feel something of the grandeur and pathos of Attic tragedy.

[illegible] the [illegible] of his [illegible] the [illegible] Wilson in [illegible]

* Professor [illegible] Edinburgh, [illegible] where he had been [illegible] tinguished [illegible] scientific [illegible] Canada [illegible] the corals of Ontario, and a Report on the [illegible] Province. He made an extensive collection of [illegible] leaving Toronto [illegible] Aberdeen; died [illegible] by Professor Ellis, in University [illegible] Chester, 19[illegible] [illegible] Nathaniel [illegible]ky.

† Ph.D. of [illegible] Royal School of Mines [illegible] Conservator in the University of Oxford, and Lecturer [illegible] at [illegible] colleges. He [illegible] and returned to England [illegible]



SCENE FROM THE "ANTIGONE" OF SOPHOCLES

As presented by the students of University College in 1894

same year Professor H. A. Nicholson* succeeded Professor Hincks; and was in turn, two years later, succeeded by the present Professor of Biology. In 1876, on the retirement of Professor Cherriman, the vacancy was filled by the appointment of Professor Loudon; and the present Professor of Mathematics became tutor in that subject. Meteorology and Agriculture had never come to form an organic part of the work of the institution, and when the connection of the original occupants with the chairs in these subjects was severed in 1880 and 1885, respectively, the chairs themselves were abolished. In 1880, Dr. W. H. Pike† succeeded to the chair of Chemistry. Finally, in the same year, the retirement of the venerable President, who had been the first member of the teaching staff of King's College, served to mark the close of another period. He was succeeded as President by Professor Daniel Wilson, and as Professor of Classical Literature by the present Principal of University College. The second year of the latter's term of his professorship was made memorable through the performance, in Convocation Hall, of the *Antigone* of Sophocles by members of the college, in the original language, with correct costumes, and, as in the ancient theatre, a double stage for actors and chorus. Twelve years later a similar performance was given to larger audiences at the opera house, with the single stage, but with an added attraction—made possible by the admission of women students to University College—of women actors in the feminine parts. On both occasions, even the unlearned were enabled, through the histrionic skill and beauty of the presentation, to feel something of the grandeur and pathos of Attic tragedy.

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among teachers. There are scores who owe to him their intellectual life. He taught men to think. He educated in the highest sense by drawing out of his students with consummate skill the things which he wished them to see." Many lives are richer to-day through the memory of his kindly interest, and though his voice has long been stilled, many hearts will thrill with inspiration of the love for the true and good that came to them from the example of his pure life." (See article, here quoted, by the Rev. J. M. Duncan, B.A., B.D., in the *University Monthly*, for December, 1901; also the article by Sir Daniel Wilson in *'Varsity* for March 2nd, 1889.)

* Professor Nicholson had been a brilliant student of the University of Edinburgh, from which he had received the degrees of D.Sc. and M.D., and where he had been extra-mural lecturer in Natural History. He was a distinguished investigator in his own subject, and author of various text-books and scientific papers; those which were connected specially with his residence in Canada were on the corals of Ontario, and a Report on the Palæontology of the Province. He made an extensive collection of fossils for the University. After leaving Toronto he was successively professor in Durham, St. Andrew's and Aberdeen; died 1890. See article by Professor Ellis, in *University Monthly*, for October, 1902, and Dictionary of National Biography.

† Ph.D. of Goettingen, formerly assistant to the Professor of Physics in the Royal School of Mines, South Kensington; Demonstrator in the University of Oxford, and Lecturer in Chemistry at various Oxford colleges. He resigned and returned to England in 1899.

About the date at which we have arrived, new conditions were rapidly arising for the College, which were to make the fourth decade, in contrast to its two predecessors, a time of movement. Change was in the air. The attendance of students began to show a marked increase. The number of regular students during the session 1879-80 was 275; the whole number of students, 324. The new President, in his first report, draws attention to the growing importance of the alumni in the life of the country; two were judges, fifteen were professors, principals, or lecturers in colleges and normal schools of this and other provinces; eighty-three were teachers, of whom forty-five were headmasters in the High Schools and Collegiate Institutes. A little later the same point is emphasized in certain statistics contained in a letter written for the press by the Registrar, Mr. (now Professor) Baker: up to 1882, 818 B.A. degrees had been conferred by the University of Toronto; 333 by Victoria; 311 by Queen's; 224 by Trinity; 59 by Albert. In 1882, 65 students of University College, 12 of Victoria, 15 of Queen's, 7 of Trinity, and 6 of Albert had graduated as B.A.'s; 63 per cent. of university graduates engaged in teaching in the High Schools were University College alumni. But, apart from this increase in the number and influence of its graduates, and the ordinary routine of work, there had been nothing, for a long period, in the affairs of the institution specially to draw upon it public attention. Its work had been done unobtrusively, and those in authority, taught by the storms of the past, had sought to keep the expenditure within the limits of its income; hence expansion had to be forgone. But this state of things inevitably came to an end. In the first place, many changes were taking place, as we have just been noting, in the *personnel* of the staff. In 1884, the staff consisted of the following members (apart from those belonging to the School of Science, who were at this time included in the University College list): *President,* D. Wilson; *Physics and Mathematics,* J. Loudon, Professor; A. Baker, Tutor and Dean; W. J. Loudon, Demonstrator in Physics; *Mineralogy and Geology,* E. J. Chapman, Professor; *Natural History,* R. R. Wright, Professor; *Chemistry,* W. H. Pike, Professor; *Classical Literature,* M. Hutton, Professor; W. Dale, Tutor; *Rhetoric and English Literature,* D. R. Keys, Lecturer; *Oriental Literature,* J. M. Hirschfelder, Lecturer; *German,* W. H. VanderSmissen, Lecturer; *French,* J. Squair, Lecturer; *Italian,* D. R. Keys, Lecturer; *Agriculture,* G. Buckland, Professor. The men belonging to the original staff were largely outnumbered, and this was naturally accompanied by changes in the character and methods of teaching, as our survey of the curriculum, in the preceding

chapter, has, in some degree, shown. The alumni were now the predominating factor in the Senate, and were striving to adjust the work to new needs and new methods. We find, in his first report, President Wilson drawing attention to the great increase in the practical work required; this, in turn, involved expenditure. Accordingly, on January 13th, 1882, the Committee on Finance reported to the Senate "that the available resources of the University and University College are altogether inadequate to render these institutions as complete as they should be, in regard to strength of staff and all the aids and appliances necessary to the highest kinds of teaching." They further state that the staff should consist of professors and lecturers in Greek, Latin, French and Italian, German, English, Hebrew, History, Botany, Constitutional Law and Jurisprudence, Mathematics, Natural Philosophy, Mental Science, Chemistry, Physiology, Geology and Mineralogy, Zoology, Political Economy, together with a Demonstrator in Physics, a Mathematical tutor, a Classical tutor, and other assistants, also Fellows, and a Professor in Astronomy. In addition, an examination hall and facilities for the higher education of women were required. As such a scheme was altogether beyond the resources of the University, the Senate resolved to submit their needs to the consideration of the Government. This appeal for financial assistance aroused the opposition of the other universities, and a vigorous newspaper controversy ensued. The aid sought was not forthcoming, and the necessities of the case were one of the causes in the federation movement. Meanwhile, to furnish some additional help in teaching and to give opportunities for post-graduate study, the Senate, acting in concert with the College Council, established tutorial fellowships; and, to meet the expenditure, raised the annual lecture fees from ten to twenty dollars. The first set of fellows was appointed in 1883-4.

At the annual Commencement, June 10th, 1884, the Chancellor, the Hon. Edward Blake, in setting forth the claims of the institution upon the country, gave the following statistics: "Of the 351 persons (280 of these were regular students) who attend University College, the denominations are given as follows: Presbyterians, 146; Episcopal, 55; Methodist, 63; Baptist, 31; Roman Catholic, 13; Society of Friends, 3; Congregational, 40. . . . The number of degrees in Arts conferred since the founding of the University is 974, of which 14 are *ad eundem*, and 860 have been students in University College, leaving 100 original degrees conferred upon non-attendants. . . . We have, as is known, not merely an official relation, but a very close practical relation between the University and those insti-

tutions of high training which are known as Collegiate Institutes and High Schools throughout the Province. Now, of the headmasters of these institutions, there are 51 graduates of Toronto University out of a total of 94 who have graduated from Ontario institutions. Of the assistant masters, Toronto University sent out 73 out of a total of 98; and of 31 assistants who are undergraduates of Ontario institutions, 26 belong to Toronto University."

One of the pressing needs of higher education alluded to in the report to the Senate from which we quoted, is that of facilities for the higher education of women. In consequence of the admission of women to the examinations,* applications had been made as early as 1878, and had since become more frequent and more pressing, for the opening of the provincial college to women students; but the College Council, who saw various practical difficulties in the way, absolutely declined any such concession. In March, 1884, the Provincial Legislature passed a resolution: "Inasmuch as the Senate of the Provincial University have for several years admitted women to the University examinations and class lists, and inasmuch as a considerable number of women have availed themselves of the privilege, but labour under the disadvantage of not having access to any institution which affords the tuition needful for the higher years of the course; in the opinion of this House, provision should be made for the admission of women into University College." On October 1st of the same year, an Order-in-Council was passed to give effect to this resolution, and after some delay, caused by providing the necessary accommodations and the appointment

* This admission was due to a pressure from below. In his report for 1866, the Inspector of Grammar Schools (George Paxton Young) notes "the newborn rage for Latin among female pupils," and thinks it intimately associated with the regulation that only pupils studying Latin should be considered in the apportionment of the Government grant. However that may be, there were presently not a few girls in the Grammar Schools whose scholarship was equal to that of matriculants. For them, the Senate of the University, in 1877, established the Local Examinations for Women, which were practically the matriculation examinations. This did not, however, suffice, and in that and the following year, we find, for the first time, one or two names of women on the list of undergraduates; they had presented themselves for examination and there was nothing in the regulations to exclude them. In 1870, these names became numerous, and one young lady, from the Hamilton Collegiate Institute, was successful in winning the Modern Language scholarship at Junior Matriculation, but was unable to hold it, owing to the rule that the holder of a scholarship must attend an affiliated college. In July, 1880, Mr. J. M. Gibson gave notice of motion in the Senate, to provide for the payment of scholarships to successful women candidates. The outcome of his motion was a statute, passed early in the following spring, throwing scholarships open to women without the condition of attendance. In 1882, two matriculation scholarships were won by women, and in 1883 a scholarship in the First Year. In March, 1885, the Registrar reported that there were 68 women undergraduates of the First Year, 19 of the Second, 4 of the Third, 5 of the Fourth; that 346 women had passed the First Local Examination, and 6 the Second. Finally, in 1885, five ladies graduated as Bachelors of Arts, with Honours in Modern Languages; and women graduates soon became numerous.

of a Lady Superintendent, eleven women entered as students in February, 1885, one of whom subsequently dropped out. The following table shows the rapid increase in the number of women availing themselves of this privilege:

	1884–5	1885–6	1886–7	1887–8	1888–9	1889–90	1890–1
Regular Students....	9	11	18	22	34	56	70
Other Students	1	1	8	5	5	5	7
Total.....	10	12	26	27	39	61	77

	1891–2	1892–3	1893–4	1894–5	1895–6	1896–7	1897–8
Regular Students ...	87	..	116	130	143	138	155
Other Students	39	..	58	55	53	62	48
Total.....	126	.	174	185	196	200	203

During the session 1903-4, 142 women were regular students, and there were in all 203 women in attendance.

In 1887 the Federation Act was passed. A division was effected, in teaching, between Mathematics and Physics, Professor Loudon retaining the latter subject, and Mr. Alfred Baker being made Professor of Mathematics. There was a similar partition of the work in Classics, Professor Hutton retaining Greek, and Mr. Dale becoming lecturer in Latin. At the same date, Mr. H. R. Fairclough was appointed lecturer in Ancient History; Mr. W. H. Fraser, in Italian and Spanish; Dr. A. B. Macallum, in Physiology. In 1888, Mr. W. J. Ashley* was appointed to the newly established chair of Political Science.

At the close of the session, 1887-8, the President reports: "During the thirty-five years in which University College has carried on the work of higher education, degrees have been conferred on 1,603 undergraduates who have been students of this college in regular attendance on lectures." In 1889, on the retirement of Mr. Hirschfelder, Dr. McCurdy, who since 1886 had been associated with him as lecturer in Orientals, became professor of that subject. As a result of the increase of income, through the compromise with the City in regard to the Park, a chair in English was established, and the present holder of the professorship appointed. The College suffered a great loss in the death of Professor Young. Thereafter, the work in Philosophy was distributed between two chairs: that of Psychology,

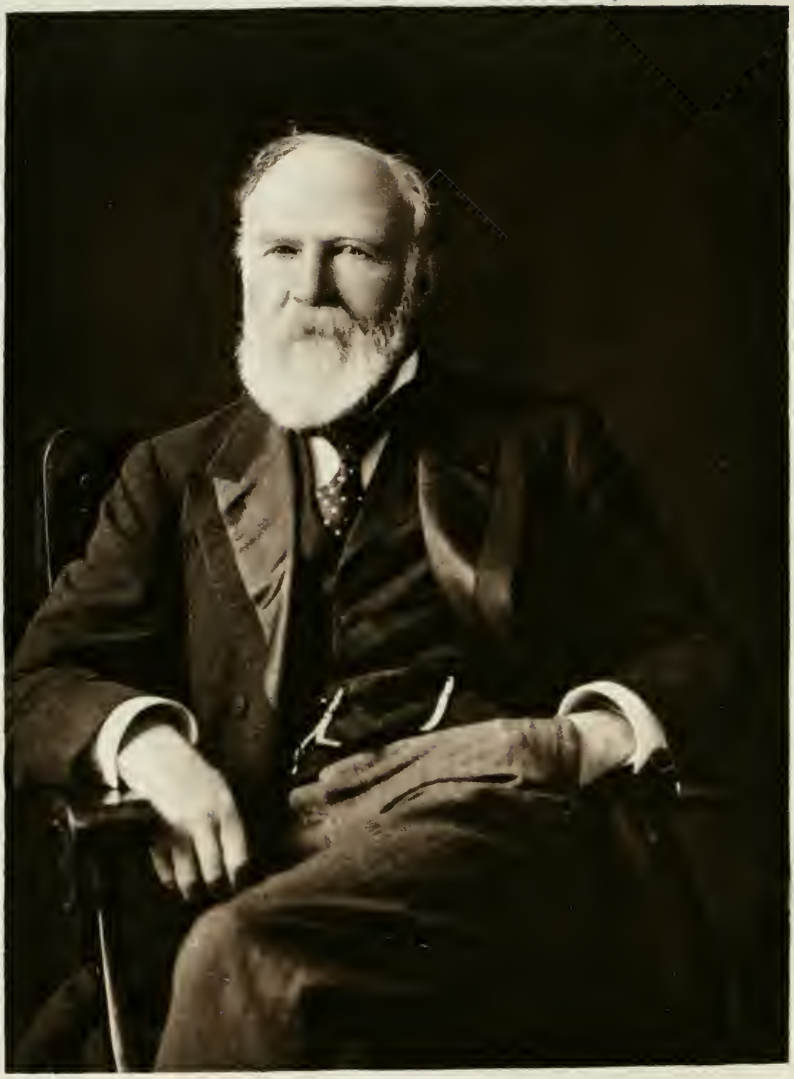
* Graduated from the University of Oxford in 1881 with first class Honours in History; Fellow of Lincoln, 1885-1888; Lecturer in History at Lincoln and Christ Church; author of "Introduction to English Economic History," and of many other works; in 1892 left Toronto to become Professor of Economic History at Harvard; now Professor of Commerce and Public Finance, and Dean of the faculty of Commerce in the University of Birmingham.

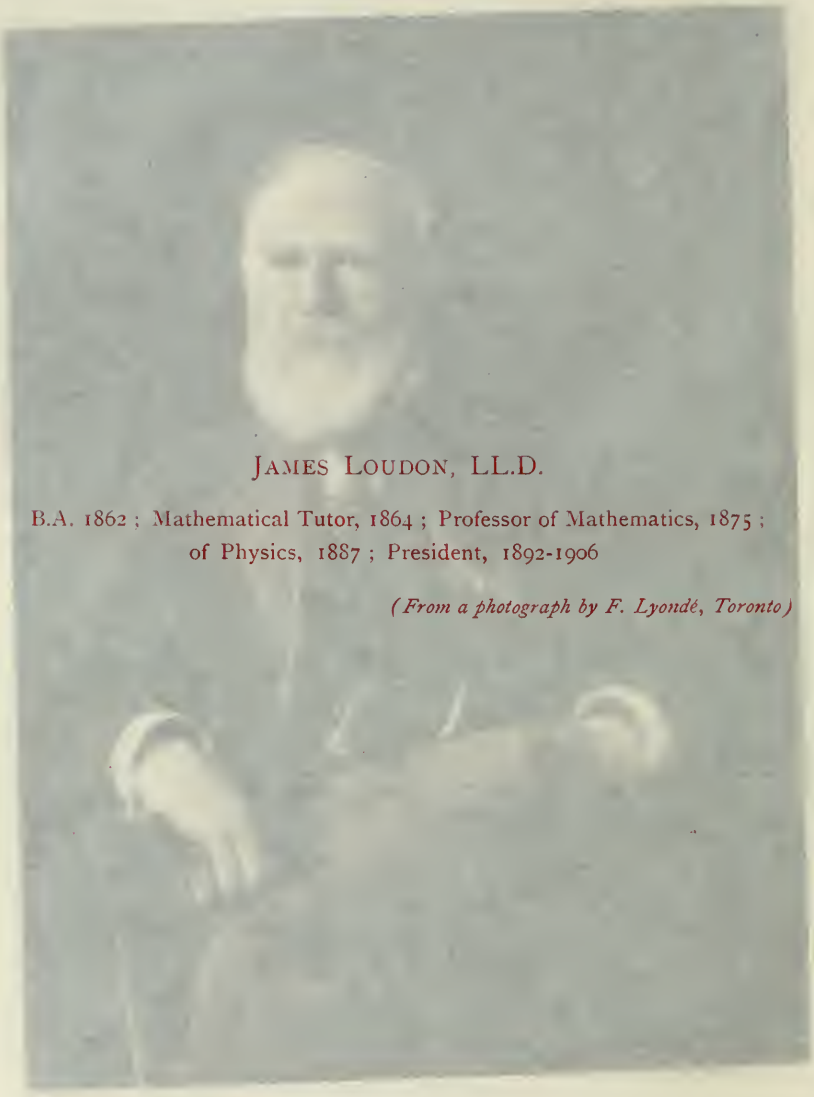
Logic and Metaphysics, to which Professor J. M. Baldwin* was appointed in 1890, and the chair of History of Philosophy and Ethics, to which the present occupant, Dr. J. G. Hume, was appointed. In 1889, in consequence of the proclamation of the Federation Act, the teaching Faculty of Arts was divided, and University College was reconstituted according to the provisions of the Act. In 1891, Messrs. W. S. Milner, G. H. Needler and J. H. Cameron were appointed lecturers in Latin, German and French, respectively.

On the evening of February 14th, 1890, the members of the Literary and Scientific Society were to hold their annual conversazione. Among other attractions there was to be an exhibition of microscopic slides, for which lamps were required. Shortly before the opening of the doors, some of these were upset by the attendants. The accident occurred near the staircase in the south-east corner of the building. The fire, carried by the spilt oil, rapidly spread, and the guests as they assembled found the building in flames. The whole of the eastern wing and the main front as far as the central tower was, with the exception of a portion of the masonry, utterly destroyed. The solidity of the tower checked the flames, and the fine carving of the entrance was untouched; but the fire penetrated the upper portion; the deep-toned bell, familiar to the students of thirty years, fell and was shattered. The fire then gained a hold upon the upper portion of western part of main front, at that time occupied by the Museum, and devoured whatever was inflammable; but here the progress of the flames was finally stopped. The loss included the entire contents of the Library, more than 33,000 volumes, some of them irreplaceable, and a considerable portion of the Biological and Ethnological collections, as well as the whole of those in Mineralogy and Geology. "Among the many losses involved in the destruction of the University Building, none excited keener feelings of regret than that of the Library and its prized contents. It was a beautiful hall, fitted up with carved oaken alcoves and galleries, after the model of the older university libraries of Europe. The vista was terminated by a fine statue of William of Wykeham, originally executed by Thomas, the eminent English sculptor, under the direction of Pugin, as an essay-piece for the sculptured decorations of the new parliament buildings at Westminster; and was presented to the University by the Rev. Arthur Wickson, M.A., LL.D., a

* B.A. of Princeton, 1884; Ph.D., 1889; Professor of Philosophy at Lake Forest University, 1887-9; author of "Handbook of Psychology," 1890; "Ethical Interpretations in Mental Development," etc.; in 1893, left Toronto to become Professor of Psychology at Princeton; now Professor in Johns Hopkins University.

UNIVERSITY OF CALIFORNIA





JAMES LOUDON, LL.D.

B.A. 1862 ; Mathematical Tutor, 1864 ; Professor of Mathematics, 1875 ;
of Physics, 1887 ; President, 1892-1906

(From a photograph by F. Lyondé, Toronto)

graduate of the University, and the first to fill the office of classical tutor." *

This great catastrophe was not allowed to interrupt the work of instruction for more than a day or two. By the use of rooms in the School of Science and other buildings connected with the University, it was possible to continue most of the classes. The burnt portions were gradually restored, and, in the beginning of 1892, the occupancy of the building was fully resumed. Externally, it was restored to its original beauty. The east wing was somewhat extended on the Quadrangle side; further space was gained by turning the Convocation Hall into class-rooms, and by reserving the former Library and Museum as large halls for examination and other purposes. From a utilitarian point of view, the fire was a cause of improvement on the building; but something of the former architectural effect of the interior was sacrificed; a great deal of the fine carving could not be reproduced.

In 1892, on the death of Sir Daniel Wilson, Professor James Loudon was appointed President of the University, and became *ex officio* President of University College. In the same year, the staff was increased by the addition of a lecturer in Oriental Languages; and in 1893, by the addition of a lecturer in Greek. In 1895, Professor Fletcher was appointed to the chair of Latin; teaching fellowships were discontinued, and, instead, additional lecturers appointed in Latin, French and German. In the latter two cases, the practice (which has since been followed) was introduced of appointing gentlemen who spoke the language as their mother-tongue. In June, 1899, Residence, which had been continuously in existence since the opening of the new building, was closed. "This step was taken by the Council, because owing to various circumstances the number of those taking advantage of its facilities gradually decreased, and it was found impossible to maintain the institution without financial loss. Although the maintenance of a residence in connection with the College is desirable on several grounds, it is the opinion of the Council that, owing to the smallness and unsuitability of the present building, the state of disrepair into which it has fallen, through the lapse of time, and the improbability of making it attract any considerable number of students, were it thoroughly reconstructed, any expenditure of money on the present building to make it serve the purposes of a residence would be unwarranted" (*President's Report*). Notwithstanding the fact that, from the outset, the building was in several ways ill-adapted for its purpose, Residence was the home, for many years, of

* Sir Daniel Wilson's Preface to the List of Benefactors, 1892.

generations of students whose affection for their *Alma Mater* and readiness to renew relations with her were a proof of the advantages of the system. When, however, through the great increase in the number of undergraduates, the proportion of those who could be accommodated became a very small fraction of the whole body, a feeling of antagonism was developed among the "outsiders," and the men in residence began to make up for their inferiority in numbers by increased organization and cohesion. Residence grew unpopular with the mass of students, and various ill-effects showed themselves. Since its abolition the sentiment in its favour has grown rapidly among the undergraduates; and there is a general consensus of opinion among those interested in the University that an adequate number of residences, each of sufficient size to prevent narrowness and the spirit of clique, would both be popular with the students and would greatly increase the educational power of the institution. Accordingly, steps have already been taken for the building of residences in connection, not with University College, but with the University. The desirability, on social and other grounds, of the students dining together in the building, led to the reopening, in 1900, of the residence dining-hall; there the students of all faculties may, at a moderate cost, obtain board throughout the session. In 1901, one of the residence-houses was set apart for the use of a social club for students. Through the subscriptions of friends, it was comfortably furnished and affords a pleasant meeting place for the students of the various faculties of the University. The Dean's house has been devoted to a similar purpose for the members of the various academic staffs. The other residence-houses are used as small laboratories, or as offices in connection with the work of the University. In January, 1905, a residence, under the name of Queen's Hall, for the women students of University College, was opened in a house on the leased property of the University in Queen's Park. The building was given by the Trustees, who had purchased it upon the expiration of the lease. It was repaired and furnished by gifts, which had been collected by the Women's Residence Association, composed of women graduates and undergraduates, and other ladies interested in the cause. The need of such an institution is, perhaps, greater in the case of women than of men, and its initial success has been such that an addition has been built (1905), which makes it possible to accommodate forty-eight students.

In 1901, according to the provisions of the new University Act, the Presidency of the University was separated from that

of University College, and Professor Hutton became Principal of the latter. The present staff of the College may be found in the Appendix A. The growth of the College is shown in the following table; a fuller exhibit of the attendance in successive years may be found in the Appendix.

ATTENDANCE OF STUDENTS.

Session.	Regular Students.							Other Students.	Grand Total.
	Anglicans.	Baptists.	Methodists.	Presbyterians.	Roman Catholics.	Other Denominations and not given.	Total.		
1844-5	23	..	..	2	1	5	31	..	31
1850-1	33	1	11	2	2	3	51	68	119
1853-4	..	..	..	..	..	..	35	78	113
1860-1	37	3	18	59	2	8	129	96	225
1863-4	76	7	20	76	1	9	187	95	282
1864-5	58	4	20	72	7	16	177	63	240
1873-4	..	..	..	..	..	..	186	82	268
1883-4	..	..	..	..	..	..	280	35	315
1893-4	110	35	145	258	10	20	578	159	737
1903-4	107	20	79	240	19	45	521	110	630

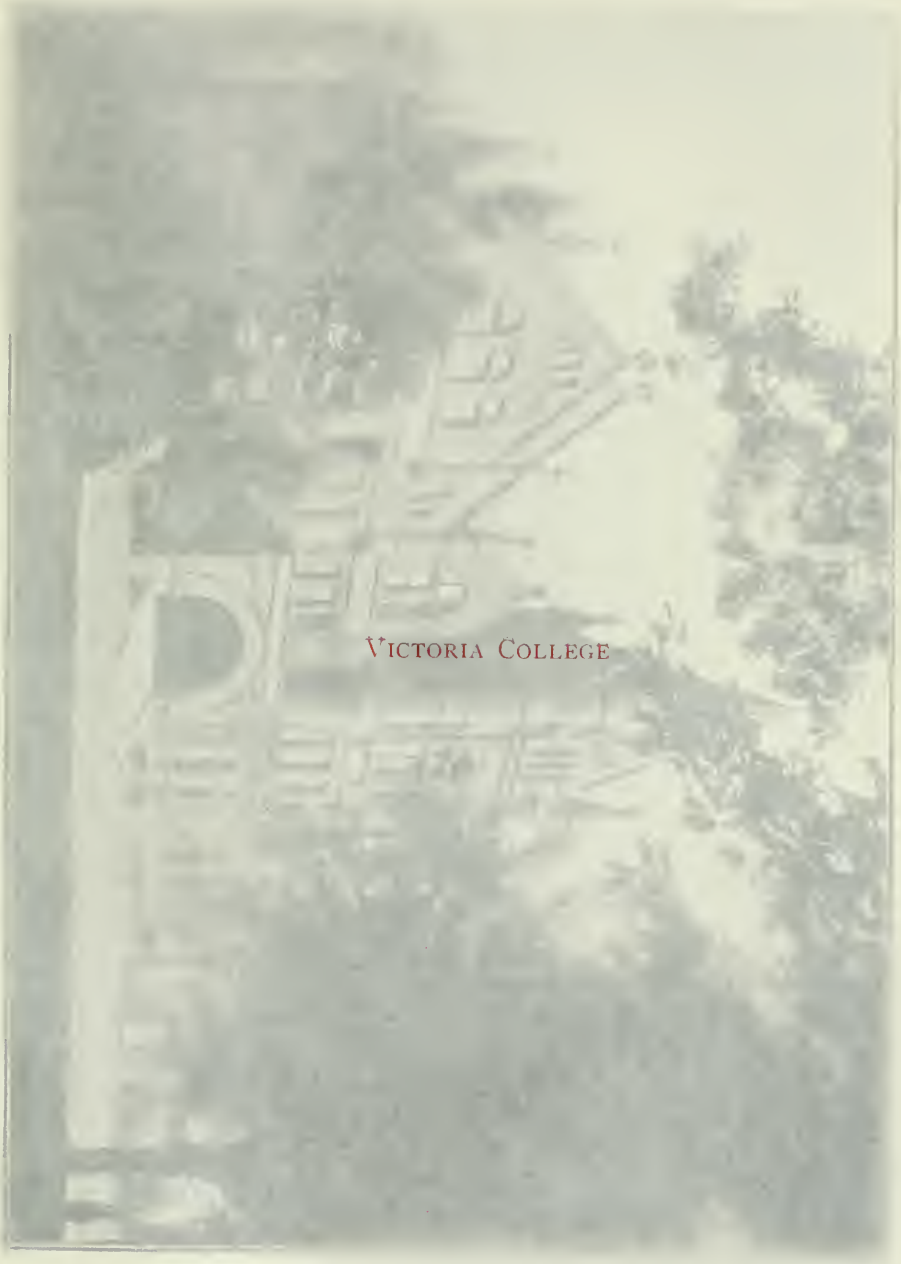
The average age of all students (regular and occasional) in attendance during the session 1855-6 was 22 years; of regular students during the session 1893-4 was 21.2 years, during the session 1903-4, 21.3 years.

CHAPTER VII

THE ARTS COLLEGES: VICTORIA COLLEGE

If we would understand the spirit and aims of the founders of Victoria University, we must know something of the early days of the Province of Ontario, and of the first attempts at the organization and government of the people. It is usual and natural for new colonists to follow, as far as possible, the social, political and religious order of the parent state. In the course of time, however, it is found that some of the old institutions are out of harmony with the new environment—they are, so to speak, exotic, and, though introduced and planted with pious care, they cannot thrive under the new conditions. Guarded by use and wont, they may for a time continue a sickly life, but sooner or later they give way to institutions that are favoured by the new environment, and approved by the younger generations whom the older order never blessed or burdened. Hence the fate of the monarchies and empires of the southern parts of this continent; hence the failure of the feudal order of the old *régime* in French Canada, and hence also the failure of the attempt, made in the first part of the last century, to reproduce in Ontario, or Upper Canada, a state church and privileged legislators after the Old World type.

As related in the earlier part of this volume, the attempt was made to endow the Church of England in Ontario and place the higher education of the people under her control. This attempt may seem absurd to the men of this generation; but though the Church of England was then, as now, the church of a minority of the people, she had at that time a certain advantage of position and prestige that inspired her leaders with the hope of securing and retaining a supremacy in the religious and educational affairs of this country. The governors of the colony who were sent from England, naturally brought with them a preference for the social, political and ecclesiastical order of the mother land, and they naturally chose for their advisers in this country men who shared their own principles and prejudices. Moreover, the people had at that time no voice in the selection of the advisers of the Crown and heads of departments of the government. The representatives of the people in their Legislative Assembly



VICTORIA COLLEGE

CHAPTER VII

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[illegible] was [illegible] the [illegible] of the people [illegible]. This attempt [illegible] absurd to the men of this generation; but though the Church of England was then, as now, the church of a minority of the people, she had at that time a certain advantage of [illegible] and prestige that inspired her leaders with the [illegible] ing and retaining a supremacy in the religious and [illegible] affairs of this country. The governors of the [illegible] sent from England, naturally brought with them [illegible] the social, political and ecclesiastical order of [illegible] and they naturally chose for their [illegible] who shared their own principles and [illegible] the people had at that time no voice in [illegible] the Crown and heads of [illegible]. The representatives of the people [illegible] assembly

might petition, but they could not control, and the governors might continue to govern, as seemed good in their own eyes, so long as the supplies lasted and the home government did not interfere with their procedure.

It may be fully conceded that those who sought to reproduce in this country the institutions of the mother land were fully persuaded that their policy was the best for the country, and that they felt bound in reason and conscience to spare no efforts for its adoption. But the people of the country were equally persuaded that the policy in question was full of peril, and they felt equally bound to resist, and, if possible, prevent its establishment. Some few of the early settlers from Great Britain may have been familiar with and attached to the best things of the English system, but others remembered only the worst things—the depression and disabilities of their own unprivileged lives. They had not known the sweetness and light sometimes found in the interior of castle and cathedral. They had known only the shadows cast by those hoary structures on their own homes. Moreover, many of the people of this Province were United Empire Loyalists, men who had grown up in the sunshine of colonial and Puritan independence, and developed a spirit the reverse of servile. They had suffered poverty and exile rather than submit to the rule of the majority of their fellow-colonists after the American Revolution, and they could not now submit to a yoke imposed upon them by a minority in the new homes that they had made for themselves in this free north land.

When, therefore, it became evident that the rulers of the day, entrenched in a position above popular control, were bent on a policy that would give the mastery of higher education to the Anglican Church, the Presbyterians and the Methodists promptly undertook the founding of schools of their own. They realized that if one church were made the guardian and dispenser of learning and culture, the other churches would be left in a stunting shade, and that in the course of years the brighter and more active minds would naturally be drawn to the privileged church, whilst the other churches would degenerate into ignorant and fanatical sectaries. And it must not be supposed that there was in the minds of the Methodist people any special hostility to the Church of England. The thing antagonized was the establishment of that church in this country, and had the attempt been made to establish the Church of Scotland, the opposition would have been just as determined. Nor, indeed, were the Methodists and Presbyterians the only opponents of the Government policy. There were Churchmen also who opposed that policy, for they anticipated no moral advantage from the

legal privilege. Other churches in other lands had long possessed great privileges, but in no case were the moral and spiritual results such as to recommend a state church in this age and land. Some, indeed, there are who hold that no body of Christians in Canada has profited more largely by the defeat of church establishment than the very church, whose sincere, but mistaken, friends desired and sought for her certain exclusive privileges from the state.

For a time, however, and no one could tell for how long a time, the Methodists and Presbyterians found themselves in a dilemma. If they would have higher education, they must either send their sons to a college that was professedly a missionary college of another religious body, or they must send them to colleges in the neighbouring republic. In other words, they could have higher education only at some sacrifice of religious convictions, or of political principles. From this dilemma they rescued themselves by founding colleges of their own—Upper Canada Academy (afterwards called Victoria College) being founded by the Methodists, and Queen's College by the Presbyterians. It should be noted that these colleges, viz., Victoria and Queen's, were not, and never have been, sectarian colleges, in the sense of colleges established for purposes of religious aggression. On the contrary, they were established for the assertion and maintenance of equal religious rights, and from the beginning they have extended the advantages and privileges of higher education to all good citizens without the imposition of religious tests on students or professors.

The decision to establish Upper Canada Academy was reached in 1830. It was realized by its promoters that the enterprise was one of great cost—greater, indeed, than had ever yet been undertaken in this country by voluntary effort. At the same time they felt that they had a claim for aid from the funds or lands set apart by the Crown for higher education. This claim was based on the ground that whereas no provision had been made in the country for higher education on terms of religious equality, the founders of Upper Canada Academy proposed to make such provision both for themselves and others, irrespective of religious opinions. Under these circumstances they thought it reasonable and just that their own efforts should be supplemented by public aid. This claim was recognized and endorsed by the Legislative Assembly. But the Governor and his Council, not being responsible to the people, could afford to defy the Assembly, refuse the request of Upper Canada Academy, and push on their own scheme of higher education under the domination of the Church of England. When at a later period

the attention of the home government was called to this injustice, orders were sent out to the Governor to comply with the request which he had refused, and, after some delay, the sum of four thousand one hundred pounds sterling was handed over to the trustees of Upper Canada Academy.

In the meantime the purpose and endeavour to establish the new school were not relinquished. There were in those early days but few Methodists in Canada who were in easy circumstances, and perhaps none who could be called wealthy, but they were persuaded that the issue at stake was nothing less than social, intellectual and religious freedom, and they were prepared, as free men, to make the sacrifices necessary to achieve their purpose. The site for the new college was the gift of one, building materials and contributions in money were supplied by others, and the Methodist preachers gave an example to the people by taxing their own scanty stipends so as to help on the good work. It was a long and strenuous effort; but at last, in 1836, the building was completed and that, too, in a style and on a scale superior to anything previously attempted for educational purposes in this country.

On the 18th of June the first session was opened with great solemnity and rejoicing. On the 12th of October, 1836, a royal charter was granted—the first given in the British dominions to a college not under the state church. In 1841, the first parliament of the united provinces of Upper and Lower Canada extended the charter of Upper Canada Academy under the name and style of "Victoria College, with power and authority to confer degrees of Bachelor, Master, and Doctor of the various Arts and Faculties."

The spirit and aims of the new school may be gathered from the following extract taken from the Pastoral Address of the Methodist Conference of 1837: "It is hardly necessary for us to remind you of the vast importance of the Upper Canada Academy, both as it respects the Church and the general interests of the community. The prosperity of this institution especially involves the character of our Church, is closely allied with our permanent advancement, and is essential to our exerting that influence over the public mind, which interest and duty alike impel us to obtain and cherish."

For some years after its opening the history of the College was one of gradual development, a history less interesting perhaps, but not less important, than that of its establishment. The story of the conquest of a country is in some respects more interesting than the story of its cultivation and development, though the importance of the conquest largely depends on the

use made of it by the conquerors, and the heroism of those who civilize and develop may not be less than that of those who conquer.

The work of the College was begun in 1836; but it was only begun—it had to be carried on with constant watchfulness and effort along several lines, some of which we now proceed to trace. The academic work, from the beginning, was regulated, not according to traditional patterns or precedents, but according to the requirements of the land and people for whose good it was established. There were few opportunities in those days to secure the training now furnished in our High Schools, and even in our Public Schools. Accordingly, the new school made provision, not only for those who sought general culture and looked forward to professional life, but also for those who needed more elementary instruction and looked to business life and public affairs. The undergraduate work was almost wholly in Classics and Mathematics, though some place was found in it for History and Metaphysics and the Science of that period. This was in harmony with the usage in other colleges at that time, but, indeed, it was also a matter of necessity, for most of the sciences and studies that now bulk so largely in our university work were then practically or actually unknown. In the early years of the college history, the undergraduates formed but a small percentage of those who sought and found in the college halls and lecture-rooms the broader mental outlook, the stronger mental grasp and the nobler view of life that lifted them above the rank of the hewers of wood and drawers of water, and prepared them for places of honour and responsibility in this new land. As the years passed by, Public Schools and High Schools multiplied, and at the same time the range of university work proper extended. Accordingly, the preparatory work and commercial work were discontinued in the College, and the undergraduate and professional work developed. The last notice of the Preparatory, or High School, Department of Victoria College is found in the Calendar of 1866-7.

The university work continued a steady growth, till, at the time of university federation in 1892, there were ten professors in Arts and five in Theology, one hundred and sixty-five postgraduates and undergraduates in Arts and sixty in Divinity, seventy-one specialists in Arts and Divinity, one hundred and sixty-five students in Medicine, and sixteen in Law. This growth of the university was in general by slow degrees, but one notable exception was that of the scientific department, which under the energetic and enthusiastic direction of Professor Eugene Haanel, speedily rose to a degree of efficiency unsur-

passed, and, perhaps unequalled, for a time, in this country. Another development of no less interest to the friends of Victoria was that of the faculty of Theology, established in 1871, under the Rev. N. Burwash, M.A., B.D., since 1887 Chancellor of Victoria University. Ever since the founding of the College, large use had been made of the advantages it afforded to candidates for the ministry in the Methodist Church and in other Protestant churches. But it became necessary, in order to secure an efficient ministry in modern times, to take an onward step in the studies of prime importance in the sacred calling. An earnest advocate of this new development was found in the late Rev. William Morley Punshon, LL.D., then the official head of the Methodist Church in Canada; and a generous supporter was found in the late Edward Jackson, Esq., of Hamilton, who endowed the new chair in Biblical and Systematic Theology.

Next in importance to this vital growth of Victoria University in Arts, Science and Theology was the addition of dependent or affiliated schools, especially in Medicine and Law. The first of these schools was the Toronto School of Medicine, affiliated in 1854-5. This school was situated in Toronto, and over it presided for many years the late Hon. John Rolph, LL.D., M.D., M.R.C.S., whose name is still held in honour by the medical profession in Canada. In 1866, another medical school was affiliated, viz., the École de Médecine et de Chirurgie, of Montreal. In 1863, a faculty of Law for Ontario—an examining body—was established; and in 1867 a faculty of Law was established in Montreal for the Province of Quebec, where it was known as *L'Institut Canadien*. These Schools in Medicine and Law added to the prestige of the University, and it was with much regret that they were constrained to seek other affiliations, when under the Federation Act of 1887, Victoria University ceased to exercise her powers of conferring degrees in the faculties of Law and Medicine.

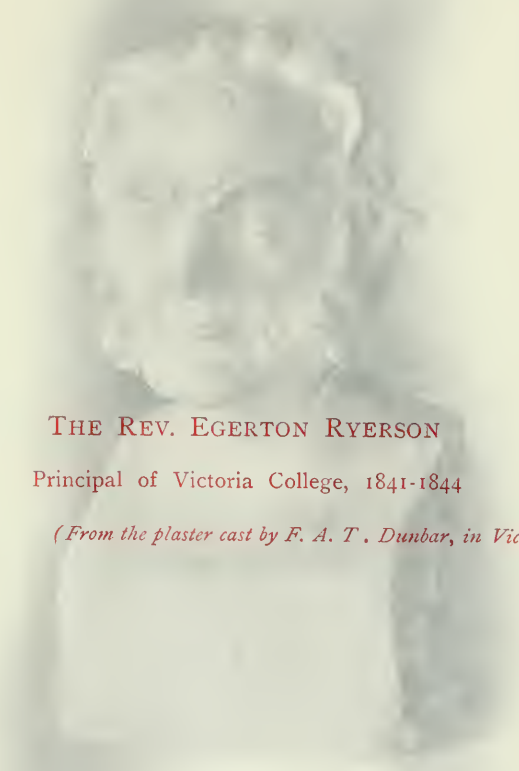
Three colleges for women have been affiliated to Victoria University, viz., the Wesleyan Ladies' College of Hamilton, the Ontario Ladies' College of Whitby, and Alma College of St. Thomas. The first of these schools was discontinued in 1898; the other two are growing year by year in numbers, popularity and efficiency. The Wesleyan Theological College of Montreal was also affiliated to Victoria in 1887; but later it obtained an independent charter with power to confer degrees in Divinity, and it now works in close connection with McGill University, at whose doors it is situated.

The most important alliance of Victoria University was that which took place in 1884 with the University of Albert College,

Belleville. This was not an affiliation, but rather a consolidation brought about in connection with the union of the various branches of Methodism in Canada. Albert College, founded in 1857, was the educational centre of the Methodist Episcopal Church of Canada, but when the churches were united it was thought well to combine the university forces also. Accordingly, the undergraduate work of Albert was combined with that of Victoria at Cobourg, and Albert College at Belleville entered on a new and most prosperous career as a residential college for university matriculation, and for instruction in commercial, artistic and other branches of study. In the act of parliament which gave legal effect to this consolidation, the corporate name was changed to Victoria University, and the government of the University was vested in a Board of Regents, Chancellor, Vice-Chancellor and Senate. The latest affiliation with Victoria University was that of the Columbian College, New Westminster, British Columbia. This College was founded in 1892. It has a vigorous life and growth.

In the course of its history and under the corporate name of Upper Canada Academy, Victoria College, and Victoria University, this institution has had six principals. The first of these was the Rev. Matthew Richey, D.D. His administration, which began with the opening of the Academy, was most satisfactory, and his own qualities and accomplishments, his scholarship, urbanity and eloquence, were of great service to the new school. But an unhappy, though temporary, schism drew him away in 1839 from the Canadian section of the Church to which the Academy belonged; and his services were claimed for the pastoral work of the British section to which he adhered. The next principal was the Rev. Jesse Hurlburt, M.A., under whose direction the Academy continued to flourish.

In 1841, the Rev. Egerton Ryerson, D.D., to whose wisdom and energy the university had been so greatly indebted from its inception, was appointed first president under the new charter—the charter of 1841. Dr. Ryerson did not enter fully upon the duties of his office till June, 1842. Up to that time the administration remained in the hands of the Rev. Jesse Hurlburt. It would be impossible in the limits of this sketch to do justice to the character and work of Dr. Ryerson. His personality, so fatherly and yet so forceful, so stimulating and inspiring, commanded the reverence and affection of the students and roused them to enthusiasm in their work. It enlisted the hearty co-operation of the friends of the College, and even attracted the sympathy and patronage of persons who did not share the political and religious views of the President himself. The Col-



THE REV. EGERTON RYERSON

Principal of Victoria College, 1841-1844

(From the plaster cast by F. A. T. Dunbar, in Victoria College)

lege was not permitted, however, to retain the services of Dr. Ryerson for a long time. In the year 1844 he was called to the responsible office of Chief Superintendent of Education for Upper Canada, and entered upon the great work of his life, the planning and building of the Public School system of the Province of Ontario.

The Rev. Alexander McNab was appointed to the Presidency as the successor of Dr. Ryerson. He continued for some four years in the office, and discharged its duties with general success. Unhappily, dissensions arose between him and his associates, and he withdrew in 1850 from the College and from the Methodist Church. The effect of these dissensions and of the withdrawal of the Principal was for a time very hurtful to the College. The work languished, and there was naturally great disappointment and some discouragement, but the purpose of the supporters of the College never failed. A new principal was soon found, a man for the time, who turned a seeming defeat and failure into a great success and victory. The new President, the Rev. Samuel S. Nelles, M.A., had been a student of Victoria College itself, and had later attended the Wesleyan University at Middletown, Conn., where he graduated in Arts in 1846. Under his able and tactful administration, the College immediately revived and entered upon a long career of prosperity. For seven and thirty years he gave himself with tireless energy and passionate devotion to the task imposed upon him. The struggle with financial difficulties, the distractions of debate, told in another chapter of this volume, as well as the perplexities of internal discipline and administration, fell chiefly upon him and sometimes far outweighed his academic duties. The results of his labour and guidance were most gratifying as regards the work and growth of the College; but, as for the workman, he may be said to have not only given himself to his work, but to have given himself for it. The time came when, in the natural course of things, a man should begin to rest and enjoy the fruits of his laborious years, but the burden and the fret remained and even increased for President Nelles, till he was fore-wearied and fore-spent. In that condition he fell an easy victim to the fever which carried him off after a short illness on the 17th of October, 1887. He rests from his labours, but his works do follow him; he still lives in the reverent affection of his fellow-workers who survive, and of a great company of old students, who think of him as a chief source of the sweetness and light of their early years.

The choice of a successor to Dr. Nelles fell without hesitation on the present Chancellor, the Rev. Nathanael Burwash,

S.T.D., LL.D. A task of no ordinary difficulty and delicacy lay immediately before the new Chancellor, viz., the adjustment of Victoria University to her place in federation with the University of Toronto. Dr. Burwash had from the beginning been a strong advocate of university federation, and had been largely instrumental in framing that policy. But to carry the policy into effect, with its inherent difficulties and the conflicting feelings with which it was regarded, was a greater achievement than the original conception. Dr. Burwash has been enabled to do this work, however, and to harmonize the old and the new, and to maintain for nearly twenty years the best traditions and spirit of the old Victoria in her new position and environment.

Besides the six principals of the College whose administration and work have been briefly outlined, there are many other men whose names, at least, should be mentioned in a sketch of the history of Victoria College. College men always look back with filial love and reverence to the professors and tutors who have helped them in their early intellectual and moral development. Thousands of old Victoria students still living cherish the memories of such men as Wilson, Kingston, Beatty, Whitlock, Ormiston, Petch, Badgley and others, who, though now dead, in the common sense of the word, yet live in kindly memories and in lives made better by their influence. Others there are, such as Harris and Haanel, who long ago have passed from our college life to other spheres of usefulness and honour, but who are still remembered for the help and inspiration of their work and personality. And there were yet others who may not have had the striking qualities that, like brilliant flowers, please all beholders, but whose faithful labours and true lives were a constant source of sweetness and strength in college life, like flowers that may escape the eye, but that fill the air with health and fragrance. A full account, or even a brief sketch of these men, cannot find place in this chapter, but the following list will not be unwelcome to many old students and friends of Victoria College:

Members of the Staff of Upper Canada Academy, from 1836 to 1840, and of Victoria College from 1841 to 1906.

NOTE.—This list is compiled from records that are not quite perfect. Information leading to the correction of any inaccuracies will be thankfully received by the Registrar of Victoria College. Names marked with an asterisk (*) are those of members of the staff of the College, 1905-6; those marked with a dagger (†) are dead.

Adams, Miss, 1837-38, Lady Principal, U.C.A.
Adams, Thomas, 1864-66, Classics.
†Badgley, Eratus I., 1871-84, Philosophy (Albert College); 1884-1906, Philosophy and Ethics (Victoria).
*Bain, Abraham Robert, 1861-66, English and Classics; 1868-92, Mathematics; 1892-1906, Greek and Roman History.
Baldwin, H., 1836, Classics, U.C.A.

Beatty, John, 1845-56, Natural Science and Chemistry.
*Bell, Andrew James, 1881-1906, Latin Language and Literature.
Blackburn, Mark, 1837-38, English, U.C.A.
Boulter, Miss, 1836-37, Lady Principal, U.C.A.
Bristol, Colman, 1861-62, Mathematics.
Burns, Alexander, 1857-61, Classics.
*Burwash, Nathanael, 1859-72, Natural Science; 1873, Theology; 1888-1906, President and Chancellor.
*Burwash, John, 1866-67, Mathematics; 1891, Physics; 1892, Practical Theology; 1893-1906, English Bible.
Cameron, Charles, 1846-48, English and Classics.
Campbell, John, 1852-59, Classics.
Chestnut, George, 1848, English.
Coleman, Arthur P., 1883-92, Natural History and Geology.
Crowley, 1841, English.
Cusin, M., 1893-95, French.
Daly, Reginald A., 1891, Mathematics.
D'Andilly, G. R., 1864, French.
*Edgar, Pelham, 1898-1906, French Language and Literature.
Evans, Henry, 1836, English, U.C.A.
Ferguson, Thomas Alex., 1852, English.
Ferrier, Robert W., 1866-67, Modern Languages.
Fick, William, 1893-97, German.
Haanel, Eugene, 1873-89, Chemistry and Physics.
Harris, Elijah P., 1856-59, Modern Languages; 1860-66, Chemistry and Natural History.
Hayter, 1837, French, U.C.A.
*Horning, Lewis Emerson, 1886-90, Classics and Modern Languages; 1889-1900, German and Old English; 1900-06, Teutonic Philology.
Hough, Henry, 1864, English.
Hudson, T. B., 1856, Assistant in Preparatory Department.
Hudspeth, Robert, 1836, Classics, U.C.A.
Hurlburt, Jesse Beaufort, 1841-47, Natural Science.
Kerr, John W., 1851-55, English.
Kerr, William, 1855-57, Mathematics.
Kingston, William, 1841-70, Mathematics.
*Lang, Augustus Edward, 1897-1906, German Language and Literature.
*Langford, Arthur Leopold, 1892-1906, Greek Language and Literature.
Locke, George H., 1893-94, Classics.
McNab, Alexander, 1845-49 (President), Theology and Ethics.
†Masson, Eugene, 1896-1905, French Language and Literature.
McClive, William H., 1862-64, Mathematics.
*McLaughlin, John Fletcher, 1891-1906, Oriental Languages and Literature.
Melchior, B., 1855, French.
*Misener, Austin P., 1900-06, Hebrew.
Moss, Charles M., 1877-78, Classics and Moderns.

†Nelles, Samuel S. (President and Chancellor), 1850-87, Metaphysics and Ethics.
O'Loan, James, 1836, Mathematics, U.C.A.
Ormiston, William, 1846-48, Classics and Mental Philosophy.
Paddock, William McK., 1849, Mathematics and Astronomy.
†Petch, John, 1890-97, Romance Languages.
*Reynar, Alfred Henry, 1862-67, Classics; 1867-93, Modern Languages; 1872, Church History; 1894-1906, English Literature.
Rice, Samuel Dwight, 1853-56, Governor and Chaplain.
Richey, Matthew, 1836-38, Principal, U.C.A.
Robertson, Thomas H., 1852-53, Teacher of Music.
*Robertson, John Charles, 1895-1906, Greek.
Rogers, Miss, 1838, Preceptress, U.C.A.
Roy, James, 1867-68, Modern Languages.
Ryckman, Edward B., 1855-56, Mathematics.
Ryerson, Egerton, 1841-44 (Principal), Moral Philosophy.
Ryerson, John, 1856-57, Governor and Chaplain.
Smith, Miss, 1836, Preceptress, U.C.A.
Smoke, Samuel Clement, 1879-81, Classics.
Spencer, James, 1842-43, English.
Stevenson, Miss, 1837-38, Assistant Teacher, U.C.A.
Thompson, William S., 1855-59, Rector Collegiate School.
Vandusen, Conrad, 1849-51, Treasurer.
VanNorman, Daniel C., 1840-44, Classics.
*Wallace, Francis Huston, 1888-1906, New Testament Exegesis.
Washington, George, 1860-61, Classics.
Whitlock, George C., 1856-64, Chemistry.
Whitney, William A., 1856-58, Assistant Master Collegiate School.
†Wilson, John, 1847-50 and 1852-91, Classics; 1891-99, Emeritus Professor of Classics.
Wilson, Richard Wornall, 1871-77, Classics.
Workman, George Coulson, 1882-84, Metaphysics and Logic; 1887-92, Oriental Languages and Literature.
Wright, Wesley P., 1850-52, Classics.
Young, R. Ward, 1842, English.

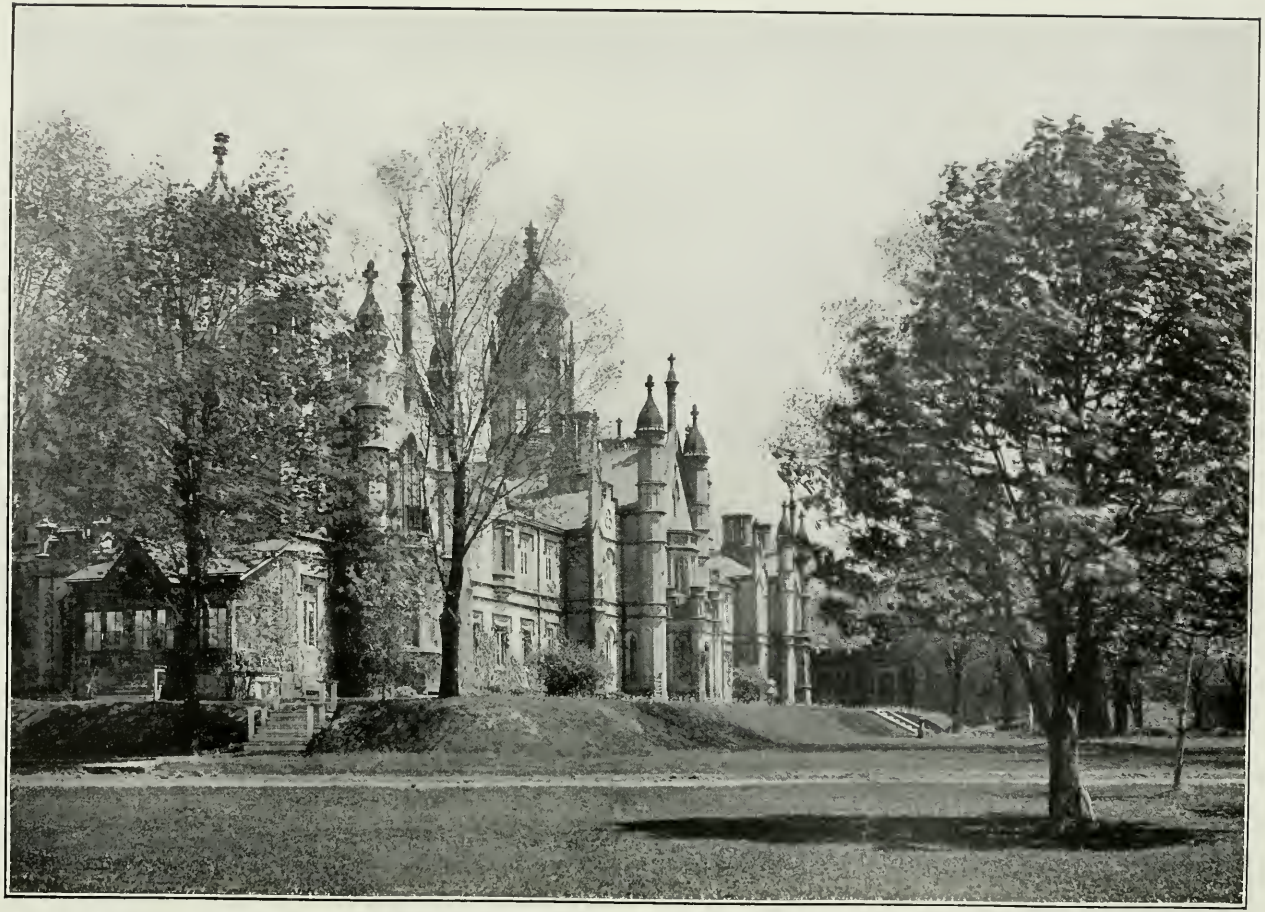
It remains for us to notice briefly from the college point of view the movement which is described more fully in another part of this volume, and which culminated in the federation of Victoria University and the University of Toronto. This movement was not received with favour by a large number of the old Victoria graduates. The old student looks chiefly to the past; he thinks of the Alma Mater of his early love, and he resents any change that would make, or seem to make, a breach between the old and the new, or take from the dignity and veneration of the past. But the federation scheme was conceived by men who looked to the future rather than to the past, who were attracted

by the broad and statesmanlike aspects of education, and who were not unwilling to run risks in order to secure what they considered a larger future. Hence the division and, for a time, the sore contention between the most loyal sons and friends of the College. Some hoped that the proposed change would lead to the greater work and usefulness of Victoria, as well as of the provincial university. Others feared that it would end in the absorption of the Arts work of Victoria and leave nothing in her place but a school of Divinity. And there may have been some, though not among the friends of Victoria, who wished to see the decline and fall that the others feared. The alumni were as a body intensely devoted to their Alma Mater, and resolutely opposed to any lowering of her rank or lessening of her influence. After a long and heated debate of the alumni called to consider the question, it was resolved with practical unanimity that the representatives of Victoria be requested to accept no terms of federation but such as would give all reasonable assurance that Victoria should be perpetuated as a fully equipped and efficient arts college. It was admitted on both sides that the time for a change had fully come, and that the modern university must have much more costly appliances and a much larger revenue than the university of former days. It was argued by those who favoured federation that the state should supply for all students the costly buildings and apparatus required for the study of science, and that the colleges, by giving their chief attention to the humanities or distinctively culture subjects, would still be doing their best work moulding the character of the people. Those who did not approve of federation, but favoured the continuance of Victoria as an independent university for both Arts and Science, hoped that the money necessary to meet all the modern university requirements could and would be supplied by voluntary contributions. But when the time for final decision arrived and the greatly enlarged resources necessary to the best modern university work were not yet in sight for Victoria as an independent university, the only way that seemed open was the way of federation and that way was taken. On the 12th of October, 1890, the Federation Act was proclaimed and came into force. On the 1st of October, 1892, the work of Victoria University was transferred from Cobourg to the buildings now occupied in Queen's Park, Toronto.

The College has been the recipient of the following benefactions and bequests: Edward Jackson, $30,000; George A. Cox, $101,000; Wm. Gooderham, $200,000; Hart A. Massey, $356,000; W. E. H. Massey, $48,000; John Macdonald, $24,000; J. W. Flavelle, $30,000; E. R. Wood, $15,000;

A. E. Ames, $10,000; A. E. Kemp, $6,000; W. A. Kemp, $3,000; Sir Wm. Mulock, K.C.M.G., $5,000; H. H. Fudger, $4,500; S. H. Janes, $300. These, with numerous other smaller benefactions and bequests, give the University a total for endowment and buildings of $1,150,243.09.

After sixteen years of experience it is, perhaps, not too soon to say that the hopes and not the fears of her friends have been realized, and it is also most gratifying to find that amongst the most enthusiastic friends and liberal supporters of Victoria under the new conditions are the very men who were most zealous for her honour as an independent university, and most cautious in the movement towards university federation.



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[illegible] is stone over the [illegible] of Trinity College is this inscription:

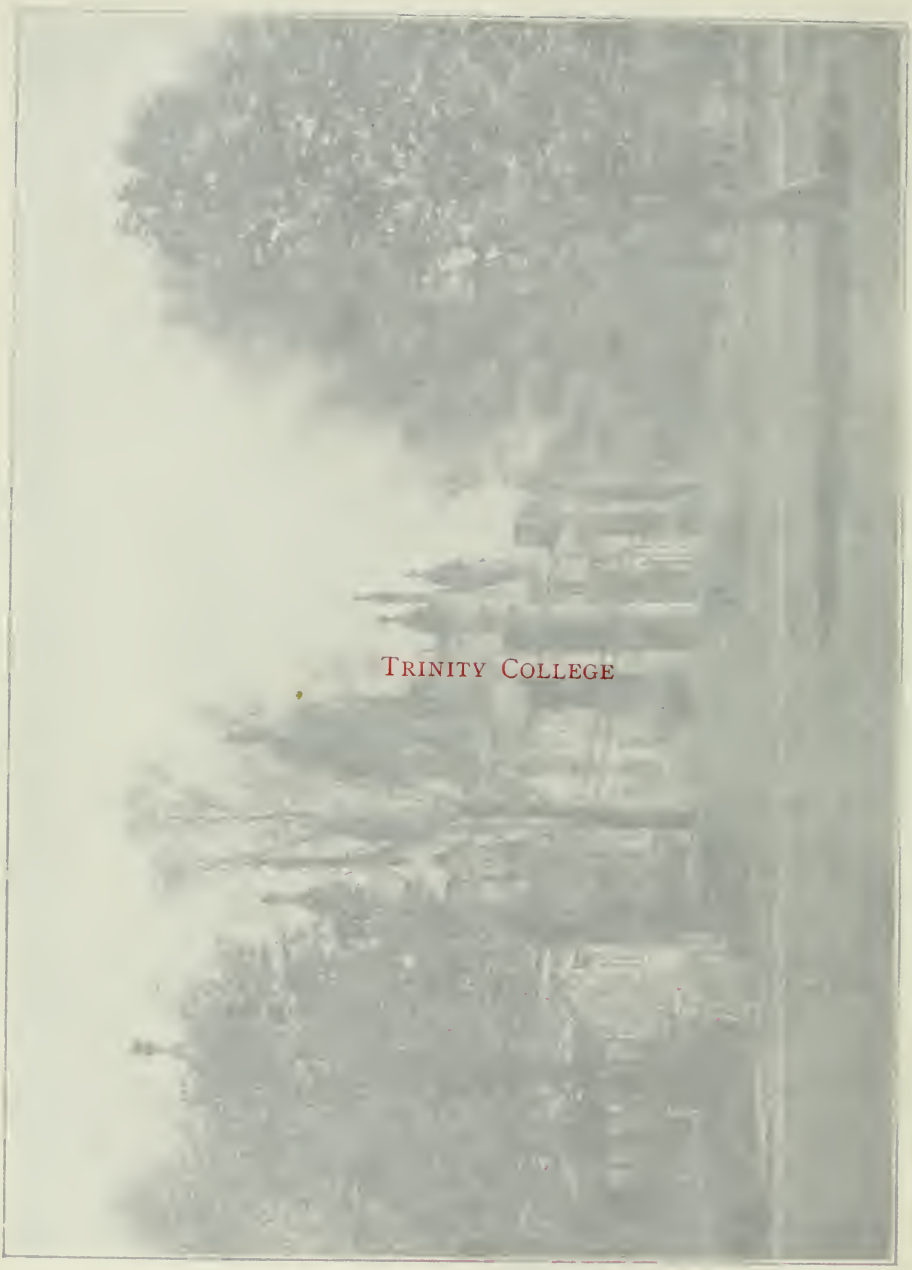
ACADEMIA COLLEGII SACROSANCTAE TRINITATIS
JOHANNES STRACHAN FUNDATOR
MDCCCLI

[illegible]

[illegible] should be worshipped; where [illegible] reverence and serve Him [illegible] fect should tread.

In the same publication appeared a short sketch by Professor A. H. Young, entitled "The Founder of Trinity," from which the following extract is taken:

[illegible] and to be the [illegible] that is precisely [illegible] himself. [illegible] This [illegible] discussions that [illegible] University Question and the [illegible] and [illegible] sible [illegible] might [illegible] with him [illegible] uncompromising [illegible] Toronto and Trinity [illegible] have severally developed [illegible] characters which redound [illegible] life of this Province, and [illegible] This is more than a single [illegible] accomplished.



TRINITY COLLEGE

CHAPTER VIII

THE ARTS COLLEGES: TRINITY COLLEGE

Carved in stone over the entrance gates of Trinity College is this inscription:

ACADEMIA COLLEGII SACROSANCTAE TRINITATIS
Johannes Strachan Fundator
MDCCCLI.

Of this revered founder the Jubilee Number of the Trinity College *Review,* looking back over the interval of fifty years, says:

It was a heroic thing for Bishop Strachan, disappointed in his dearest hopes when he had reached the age of more than threescore years, to set himself to create out of nothing a place where God should be worshipped; where men should be taught to love, reverence and serve Him, no matter the walk of life in which their feet should tread.

In the same publication appeared a short sketch by Professor A. H. Young, entitled "The Founder of Trinity," from which the following extract is taken:

It is given to few men to found two universities and to be the indirect cause of the foundation of other two, yet that is precisely the position in which Bishop Strachan found himself. . . This is not the place to go into the acrimonious discussions that raged fierce and long over the University Question and the Clergy Reserves. The one was so inseparably connected with the other, and they together aroused such fierce passions, that it was impossible for a man constituted as Bishop Strachan was to accept any compromise, though we, looking back, may see where a compromise might have been possible, while he and those who were associated with him probably could not see it. At any rate, owing to this uncompromising attitude, the four Universities, Victoria, Queen's, Toronto and Trinity—taking them in their chronological order—have severally developed, in accordance with their own principles, characters which redound to the betterment of the education and life of this Province, and, one may hope, of the Dominion at large. This is more than a single university could have accomplished.

No short sketch of this kind can do adequate justice to a man so many-sided and of such pronounced ability as Bishop Strachan. He did his best to live up to his convictions, and those convictions were strong. . . As an educationalist, not even Dr. Ryerson himself, with whom he was often in conflict, can boast a better record, either as teacher, administrator or legislator. . . To this College he was a very father, and he laid strong and deep the foundation for the development of the Church, looking forward wisely to the time when it should help itself and stand independent of the Mother Land.

It would be easy to point out his faults. To others the present writer leaves that task; indeed, it has been already performed often enough. The main thing, at this time of Jubilee, is for us who have entered into the heritage which he left us, to be animated by his spirit, to meet our difficulties as he met his, bravely and unflinchingly, and to overcome them with hard work, undaunted courage and stern resolution. Some have said that the things at which he aimed failed. Perhaps they did. In some cases such was the outward seeming. But to-day men are coming more and more to the conviction that in education, which above all others might be called the great Bishop's ruling passion, moulding character is of far greater account than mere acquisition of knowledge. That it was for which he contended; that it was which made the men he himself trained; and that it was which caused him so late in life to found Trinity College, after King's College had been given over to thoroughgoing secularism, from which it has happily departed. Hence, in the better sense, he was no failure.

In the "Life of Sir John Beverley Robinson," the first Chancellor of Trinity College, written by his son, Major-General Robinson, C.B., the following reference is made to the circumstances which led to the founding of the College:

Much has been written, in not too dispassionate a spirit, with respect to King's College and Trinity College, and the religious questions connected with their history, but it should not be overlooked that the majority of those who, like my father, contributed to establish Trinity College upon the system which I have explained, were laymen, professional men, and business men; few of them, comparatively, were ecclesiastics or theologians. Certainly those of them who had sent their sons to King's College under its very modified charter in 1843, cannot fairly be accused of extreme Church views.

But they were convinced, from the highest considerations and also from the experience of practical life, that the separation of religious and moral teaching from university education was a wrong step; and that if the State was compelled of necessity to sever them, then they, as individuals, must exert themselves by private effort to reunite them. They were of opinion that a university should, before all things, as General Simcoe said, "impart religious and

moral learning"; that all secular instruction of youth should have its basis on such learning; and, as Dr. Arnold, of Rugby, wrote, be made "subordinate to a clearly defined Christian end."

These brief references to the origin of Trinity College will serve to supplement the historical sketch of the University of Toronto and the universities federated with it, contained in the earlier chapters of this volume. It is unnecessary at this date to enter anew into the controversies of those early days. It is sufficient to point out that the complete secularization of King's College and its final separation from all connection with the Church of England led to the founding of Trinity College by the first Bishop of Toronto, in order to secure for the youth of the church over which he presided the means of enjoying the best secular education in the Arts and Sciences, coupled with the religious teaching and influences of the Church of England.

By the generosity of Churchmen, both in England and at home, a liberal endowment was provided, and in 1851 a suitable building was erected. Pending a decision in the matter of the royal charter for which the Bishop had made a powerful appeal to the imperial authorities, an act of incorporation as a college was procured from the legislature of Canada, and the College was formally opened on January 15th, 1852.

From the address given on that occasion by the Chief Justice of Upper Canada, Sir John Beverley Robinson, the following words are worthy of our special consideration as having a most happy application, in a way which, of course, the speaker could not have foreseen, to the events of fifty years later, in relation to the federation of Trinity College with the University of Toronto:

> The members of the Church of England cannot, if they would, withdraw for the sake of religious harmony and peace into a sequestered haven and let the great current of human affairs roll by them; they must, like others, adventure upon the waters, prepared to bear their parts with the best equipments they can provide—studious above all things not to make shipwreck of their faith, and therefore careful to take with them the chart which is to direct their course.

Second in importance only to the conjoining of religious and secular instruction, which must be regarded as the primary foundation principle of Trinity College, was the desire to provide residential collegiate life for university students under healthy and elevating influences. On this subject the Bishop of Toronto spoke as follows, in his inaugural address:

Having thus brought the history of Trinity College down to the present hour, I will now, with your permission, proceed to make a few general remarks on the beneficial results which we anticipate from the discipline, training, and instruction which are to be employed.

As there is no system of education to be compared with that which is carried on at the domestic fireside, so that which in advanced years comes nearest to it, is unquestionably the next best. . . . At home all our best and holiest charities and affections begin, and from this centre they extend through an ever-widening circle. Our desire, then, is to build upon this holy foundation; to form ourselves, in so far as possible, into a large household and keep as near as may be practicable to the order and economy of a well-regulated family. There will be daily and hourly intercourse between the youth and their instructors—reverence for superior age and attainments, and a prompt obedience to all their reasonable commands.

There will also be among the young men themselves an affectionate brotherhood, confidential and salutary companionship, noble resolutions, aspiring hopes, useful conversation, and friendly intimacy, on terms and with an intensity which nothing but a college life will admit. But were they scattered about, living here and there in lodgings, these advantages, great and precious as they are, would be altogether lost.

Nothing is more likely to benefit students than to afford them an opportunity of living together in society—of which the regular attendance upon religious ordinances, the observance of correct and gentlemanly habits, and obedience to a wholesome restraint would form prominent features. Thence, we infer, that without residence within the college the full benefit of collegiate life and education cannot be obtained.

The effect of attending daily service in the Chapel morning and evening—listening to the religious lectures—dining together in the hall—conversations on their progress in their studies—cheerfully conforming to the rules of order and regularity prescribed, will seldom fail to produce good habits.

The foregoing quotations are intended to show what was foremost in the minds of those who were instrumental in establishing Trinity College. Unmistakably it was the conjoining of religious teaching and influences in accordance with the doctrines and worship of the Church of England, with the best possible secular education, and the inestimable advantages of residential collegiate life. These precious privileges could no longer be found in King's College—or the University of Toronto, as it had then become—and rather than be deprived of them, those staunch Churchmen established a new college which should rest unalterably upon these foundations.

By the time fifty years of history had been numbered to the institution founded under these circumstances, it had become sufficiently evident that the very principles which fifty years before necessitated separate and independent existence for Trinity College, were now pointing clearly in the direction of co-operation with the state university. In that university, when the twentieth century dawned, was to be found the best equipment for scientific training and a thoroughly good Arts education—one desideratum which the founders of Trinity College never for a moment lost sight of. On the other hand, all the resources of Trinity College, under the altered conditions of modern science, of the scope and diversity of higher learning, and of the increased cost of living, were needed for the maintenance of those other desiderata which Bishop Strachan kept ever before him, namely, the residence life of a college fashioned after the pattern of the great colleges of Oxford and Cambridge, the teaching of "the humanities," and the teaching, worship and influences of the Church of England. Thus the rivalry and faction of 1852 gave place fifty years later to new conditions, in which each university confessed its need of what the other had to give—the residential system, the co-operation of a powerful medical school, and the undivided support of the Church of England, on the one hand; and on the other, a system of secular education maintained by the state and kept abreast of the vastly increased, and ever increasing, requirements of modern times. This mutual need once acknowledged, the steps leading up to the union were soon consummated. The state university restored to each Year of her curriculum in Arts such subjects of religious knowledge as the Holy Scriptures, Church History, and the doctrines and duties of Christianity; while the Church university, for her part, agreed to hold in abeyance her degree conferring powers, except in the faculty of Divinity, continuing to teach Divinity and to bear her share in the teaching of Arts in the University with which she cast in her lot. Lesser difficulties were quickly overcome, and the first chapter of the history of Trinity College, covering an honourable and useful career of fifty-two years, closed with the federation agreement of 1903, and with her entrance, in October, 1904, upon the first year of work as a college of the University of Toronto, enjoying a status described technically as that of a Federated University.

Looking back upon the history of those eventful years, it is difficult to see how so desirable a result could have been brought about in any other way; and one is led, by the contemplation of successive events during those fifty years, to the grateful recognition of the overruling providence of God, "who maketh even

the wrath of man to praise him." With these facts before us, it is interesting to turn again to the address of the first Chancellor of Trinity College, spoken (before he entered upon that office) at the inauguration of the College in 1852, and to observe how little these words need be changed in order to express the conviction of those—and among them his own son, the present Chancellor*—who regard with satisfaction the issue of that long period of struggle and separation:

> We ought, perhaps, to congratulate ourselves that the course of events, inauspicious as it has seemed to be to the United Church of England and Ireland, has at least this effect, that it has led to the establishment of this College for the education of her sons in perfect and unreserved communion with her faith—standing in that respect on a footing more entirely satisfactory than King's College did, even under its original charter.

These words were characteristic of a man to whom more than to any one else, excepting only her founder, Trinity College owes a lasting debt of gratitude, the Honourable Sir John Beverley Robinson, Bart., Chief Justice of Upper Canada, who occupied the Chancellor's chair for ten years, from A.D. 1853. Upon his death he was succeeded by the Honourable John Hillyard Cameron, Q.C., who was followed, in 1877, by the Honourable George W. Allan. Senator Allan adorned this high position, and gave himself with untiring devotion to the interests of the University, till his death in 1901, when the present Chancellor, Mr. Christopher Robinson, K.C., was elected to the office, and formally installed, in the presence of a distinguished gathering, on the 15th January, 1902, exactly fifty years after the inauguration of the College on the same day of the same month, Anno Domini 1852.

The first provost of the College was the Rev. Geo. Whitaker, M.A., sometime Archdeacon of York, who entered upon his work with the opening of the College in January, 1852. In a short sketch of his life recently published, the Provost is described as a polished and elegant scholar, whose work was characterized always by painstaking and conscientious accuracy. His lectures in Divinity were the delight of his students, and many Canadian Churchmen to-day, lay as well as clerical, cherish the memory of the instruction given by him on the Prayer Book and Catechism of the Church. He was a deeply-read theologian, and as Professor of Divinity his lectures to the theological students were invaluable. He took a prominent part in the deliberations of

* This was written before the death of the late Christopher Robinson, K.C., D.C.L.

the Synod, as well as in its committee work, and the brief sketch already referred to says of him truly, that "his twenty-eight years in the diocese of Toronto are years for which Trinity College and the diocese have reason to be thankful." The same writer sums up both his work and his character by declaring that "he was a man who in his day and generation did his appointed work faithfully." Very important and valuable work it was, too, for the Church of England in Canada and for the College to which he gave himself so unsparingly.

Archdeacon Whitaker was succeeded, in 1881, by the Rev. C. W. E. Boddy, M.A., D.C.L. Here we cannot do better than to quote from an admirable article by Dr. Boddy's devoted colleague, the Rev. Dr. Roper:

In the summer of 1881, Dr. Boddy accepted his election as Provost of Trinity College and came out to Toronto. . . . At that time the need for educational expansion was occupying the minds of the leaders of university life everywhere. . . . It was inevitable, therefore, that the first aim of the new Provost should be the development of Trinity as a centre of higher education. His plan was outlined in the first circular, which was issued in October, 1881. . . . By the summer of 1894, when Dr. Boddy resigned his work in Canada, we find that the curriculum had been largely increased, that courses in Honours after the model of English universities had been instituted, in which, after the First Year, the abler students might largely specialize. Three new professorships had been founded—in Divinity, Mental and Moral Philosophy, and History; three fellowships established—in Classics, Theology, and Natural Science; a beautiful Chapel had been built (largely through the liberality of the Henderson family), the college building enlarged, and lecture-rooms provided by the erection of the new west wing; while the summer of 1894 saw the laying of the foundation-stone of the east wing and gymnasium—the last public event in which Dr. Boddy took his part as Provost."

It was owing to Dr. Boddy's efforts that St. Hilda's College was established, to provide for women students, "in the loving influences of a common Christian home," as Dr. Boddy himself expressed it, "an atmosphere calculated to soften and ennoble the characters of the students, and to obviate the dangers of a more exclusively intellectual study." The plan at first was to have separate lectures in St. Hilda's College—hence its name of College, rather than Hall—but this was subsequently given up in favour of admitting the women students to the men's lecture-rooms. In every other respect the expectations of Dr. Boddy regarding St. Hilda's College have been amply fulfilled, and it must be given a large place in estimating the present strength and influence of Trinity College.

When Dr. Boddy resigned his position, in 1894, to accept the professorship of the Literature and Interpretation of the Old Testament, in the General Theological Seminary, New York, he was succeeded, a year later, by the Rev. Edward Ashurst Welch, M.A., D.C.L. Like both his predecessors, Dr. Welch had received his university training at Cambridge, where, like them again, he won high distinction. Bringing with him to his work in Toronto not only the scholarship and traditions of Cambridge, but also the experience of parochial work in the east end of London, and several years of close and intimate association with the great Bishop Lightfoot, of Durham (with whom he lived, at Auckland Castle, assisting in the training of candidates for Holy Orders), it goes without saying that from the very first Dr. Welch exercised a most potent influence for good in the life and scholarship of Trinity College. To him the Clerical Alumni Association owes its existence, and thanks to his influence and personal character the devotional life of the students received new impetus. Striking testimony to his ability and the high estimation in which he was held, was afforded by his appointment, early in 1900, to the rectory of St. James' Cathedral, Toronto, the onerous and responsible duties of which office he has ever since continued to discharge with conspicuous ability and success. He was succeeded by the Rev. T. C. Street Macklem, M.A., D.D., as Provost of Trinity College, and by the Rev. H. T. F. Duckworth, M.A., as Professor of Divinity.

It is not within the scope of a short sketch such as this to speak of the various members of the teaching staff of Trinity College, from time to time; but two of them have been connected with the College for so many years, and have identified themselves so completely with its interests, that no sketch could be deemed complete without reference to them.

The Rev. William Jones, M.A., D.C.L., has been associated with Trinity College for nearly forty years; first as Professor of Mathematics, and later as Registrar, Bursar, and Secretary of the Corporation. He was also Dean of the College for many years, and has been Acting-Provost on several occasions.

The Rev. William Clark, M.A., D.D., D.C.L., came to the College in 1883 as Professor of Mental and Moral Philosophy, bringing with him such brilliant scholarship, such power of address on platform or pulpit, such charm of manner and breadth of sympathies, that he stepped easily and at once into the foremost rank of the scholars and theologians of the continent. It is worthy of record, as indicative of his character, that though approached from time to time with many tempting offers, he has adhered with steadfast and untiring devotion to the work of the

SCENE FROM THE "FROGS" OF ARISTOPHANES

As presented by the students of Trinity in the grounds of the College, June, 1902

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CALIFORNIA

College with which he made his first home when he crossed the Atlantic. As a Fellow and past President of the Royal Society of Canada, as an author of various theological and biographical works, as a lecturer upon a variety of subjects, and as a preacher much sought after both in Canada and the United States, Professor Clark has brought fame and favour to the College of his adoption, and placed it under a debt of gratitude far beyond its power to repay.

There is yet another name which cannot be omitted from a sketch of Trinity College, however brief. Dr. J. A. Worrell, K.C., has been connected with Trinity College in one way or another for more than thirty-five years, and no truer friend was ever given to any university. As the winner of scholarships and prizes in his undergraduate days, as a lecturer on the staff a few years later, as Chairman of Convocation for many years, as a member of the Corporation and of all its more important committees, and as a staunch supporter, in his own quiet and unobtrusive way, of every movement making for the advancement of the institution during a quarter of a century, Dr. Worrell has impressed himself upon Trinity College as few men could have done, to its lasting good. It is in such sons as these that Trinity College has abundantly justified the fondest hopes and expectations of its great founder.

This is not the place to speak generally of the alumni of Trinity College who have distinguished themselves in various parts of the world. Nor yet is it the place to speak in detail of the grounds and buildings which are so dear to the hearts of all Trinity graduates, of which an account is given in a subsequent chapter. It may be pointed out here, however, that collegiate residences could hardly be placed in more delightful surroundings than those which Trinity College enjoys, being situated in the midst of more than thirty acres of one of the most beautifully wooded and picturesque stretches of land in the city of Toronto. These grounds, affording as they do unexcelled opportunities for sports and recreations of every kind, are a boon to Trinity which cannot be valued too highly.

The original endowment of Trinity College was collected by the indefatigable exertions of its founder, the Right Reverend John Strachan, D.D., the first Bishop of Toronto, and those whom his Lordship associated with himself in this work. Among these are the Venerable A. N. Bethune, D.D., Archdeacon of York, afterwards Bishop of Toronto; the Reverend William McMurray, D.D., D.C.L., Rector of Niagara, and afterwards Archdeacon of Niagara; the Reverend T. B. Fuller, D.D., afterwards Bishop of Niagara; and the Reverend Saltern Givens,

D.C.L.—all worthy of special and grateful mention. The contributions for this endowment from Canadian Churchmen were liberally supplemented by friends in the United States and England, the donors in the latter country including the Society for the Propagation of the Gospel, the Society for Promoting Christian Knowledge, and the University of Oxford. Subsequently benefactions were received from Dr. Burnside, the Honourable James Gordon, Enoch Turner, Esq.; from various friends in England, through Archdeacon McMurray and the Reverend W. S. Darling, and from Professor Algernon Boys. The sum of $4,000 received in 1876 from the family of the late James Henderson, Esq., and a like amount which had been received in 1871 from Thomas Clark Street, Esq., were appropriated towards the erection of Convocation Hall, which was opened in 1877. In 1882 a Supplemental Endowment Fund, amounting to $85,000, was raised, partly in England, by the Provost (Dr. Boddy) and the Reverend R. H. Starr, D.D. In this sum is included a donation of $10,000 from the Henderson family, specially appropriated to the erection of the College Chapel; also the sum of £3,000 from the Society for Promoting Christian Knowledge, for several specified objects. In 1900 the Trinity University Fund was inaugurated with initial subscriptions amounting to $150,000 from Messrs. E. B. Osler, W. R. Brock, H. M. Pellatt, Frederic Nicholls, William Mackenzie, James Henderson, E. C. Whitney, with Mrs. Whitney, and T. C. S. Macklem. These subscriptions were followed by a general canvass throughout Ontario, which is still maintained. The fund is available in part as a means of meeting annual needs, and in part for endowment and building.

Of the institutions which were affiliated with the University of Trinity College, the best known are Trinity Medical College, the Ontario Medical College for Women, and the Toronto Conservatory of Music. The first of these having always been closely associated with the University of Trinity College, and at times an integral part thereof, a brief account of its origin will not be out of place.

The school was founded in June, 1850, under the name of "The Upper Canada School of Medicine," by Dr. Hodder and Dr. Bovell, with whom were associated a number of well-known and representative members of the medical profession in Toronto. In November of the same year, when Trinity College was established, these gentlemen tendered their services to Bishop Strachan to form the medical faculty of the newly-founded university. The offer was gladly accepted, and on the 7th of November of

the same year the formal inauguration of the work of the faculty took place. After an address by the Bishop, Dr. Badgley commenced his lecture on Medical Jurisprudence, followed by Dr. Hodder on Obstetrics, Dr. Bethune on Anatomy, Dr. Hallowell on Materia Medica, Dr. Melville on Surgery, and Dr. Bovell on Medicine. In 1856, the work came to an end temporarily, and it was not till 1871 that it was reorganized. In 1877, by mutual agreement, its relationship to the University of Trinity College ceased, and by Act of the Provincial Legislature the faculty was incorporated as Trinity Medical School, a name which was afterwards changed to Trinity Medical College. From this date to 1903, the Medical College enjoyed a long era of prosperity, under the skilful direction of Dr. Hodder, the first Dean, and shortly after of Dr. W. B. Geikie, who was Registrar, and afterwards, for twenty-five years, Dean of the College, to whom its remarkable success was in large measure due. Although an independent corporation, Trinity Medical College remained always in the closest relationship to the University of Trinity College, in which nearly all its students proceeded to their degrees. In 1903, the College again became the medical faculty of the University of Trinity College, and at the same time the teaching staff of the College was fused with that of the medical faculty of the University of Toronto, as a step preparatory to the federation of the two universities, which followed soon afterwards.

Up to the time that this federation came into effect, the University of Trinity College conferred degrees in seven faculties, namely, in Arts, Divinity, Medicine, Law, Music, Dentistry, and Pharmacy. Annual examinations were held in these several faculties, but the teaching work of the University was confined to three of them, namely, Arts, Divinity, and Medicine. As a result of the federation, the medical teaching of the two universities is carried on by the one amalgamated faculty of Medicine, and the work of the Arts faculty is divided between College and University, while to the College belongs exclusively the teaching of Divinity. This would seem to be a fitting place in which to make grateful acknowledgment of the hearty and unselfish manner in which all the officers and instructors of the University of Toronto have co-operated with Trinity College for bringing the provisions of the federation agreement into successful operation. In its new status Trinity College looks forward with confidence to a second half century of honourable and useful service in the Master's name. This sketch cannot be better concluded than by repeating the prayer which stands at the end of the

inscription on the brass plate, which was cemented into its place at the laying of the corner-stone of Trinity College, on the 30th of April, 1851:

"DEVS. INCEPTO. EVENTVM. DET. FAVSTVM
FVNDATOR. IDEM. QVI. ET. FVNDAMEN
ECCLESIAE. VNIVERSALIS
ADSIT. IIS. QVIBVS. DISCIPLINAE. CHRISTIANAE
OMNESQVE. ARTES. OPTIMAE.
IN. HIS. SEDIBVS. SINT. EXCOLENDAE."

These words, with their context, were read on that occasion by the Honourable Chief Justice Robinson, and immediately afterwards were rendered into English by Dr. Hodder:

"God grant a prosperous issue to the begun labour! May He, Who is at once the Founder and Foundation-stone of His Church, be ever present with those who shall, within these walls, devote themselves to Christian learning and the liberal sciences."

Melville's History goes on to say:

The architect then handed the trowel to the Lord Bishop, and the stone having been adjusted, the Bishop said:

"Our help is in the name of the Lord."

Answer. "Who hath made heaven and earth."

"Except the Lord build the house, their labour is but lost that build it."

Upon which his Lordship, having struck the stone three times with the mallet, said:

"In the name of the Father, and of the Son, and of the Holy Ghost. Amen. I lay this corner-stone of an edifice to be here erected, by the name of Trinity College, to be a place of sound learning and religious education, in accordance with the principles and usages of the United Church of England and Ireland. Other foundation can no man lay than that which is laid, even Jesus Christ, Who is God over all, blessed for evermore; and in Whom we have redemption through His Blood, even the forgiveness of sins. Amen."

CHAPTER IX

THE FACULTY OF LAW

Sir William Blackstone, on his appointment, in 1758, to the first professorship of English Law at any English university, had found it necessary to justify the chair and to contend that the common law of England was a subject which might properly be included in the curriculum of a university. Small progress had been made in the mother land against the conservatism of the profession; Blackstone's plans for a law college, to be matured a century later on this side of the Atlantic, had failed, and he had resigned the Vinerian Professorship at Oxford in 1766. Chairs of Law had been founded at William and Mary College and at Harvard; intermittent lectures had been given in Law at Columbia and Pennsylvania; Harvard, in 1817, and Yale, in 1824, had established law schools; yet the teaching of law had barely entered upon the experimental stage when the President and Council of King's College, of which the Attorney-General and Solicitor-General and other eminent lawyers were members, advocated the needs of a law faculty in a Canadian university.

As early as 1819, the first President of King's College had publicly urged the importance and necessity of a faculty of Law in the contemplated university of the Province, and—to the honour of its author—the scheme for the proposed University of Upper Canada submitted to Sir Peregrine Maitland, the Governor-General, on the 10th of March, 1826, provides for a professor of Law and for a course of study in "Civil and Public Law." "There are, it is believed," wrote Dr. Strachan on that date, "between forty and fifty young gentlemen in the Province studying the profession of Law—a profession which must, in a country like this, be the repository of the highest talents. Lawyers must from the very nature of our political institutions—from there being no great landed proprietors—no privileged orders—become the most powerful profession, and must in time possess more influence and authority than any other. They are emphatically our men of business, and will gradually engross all the colonial offices of profit and honour. It is, therefore, of the

utmost importance that they should be collected together at the University, become acquainted with each other and familiar, acquire similar views and modes of thinking, and be taught from precept and example to love and venerate our parent State."

The plan thus outlined was realized in the constitution of King's College, when it was opened for the admission of students on the 8th of June, 1843. One of the seven professors "ranged in stalls on the right and left of the President," on that occasion, was W. H. Blake, Esq., B.A., who had been appointed Professor of Law on the 16th of March of that year. The Professorship had been previously declined by the Hon. W. H. Draper, Attorney-General West, and afterwards Chief Justice of the Common Pleas and President of the Court of Appeal.

This chair of Law at King's College was maintained through the whole course of its history. Professor Blake, who held it until his resignation in 1848, was a graduate of Trinity College, Dublin, a leading counsel of his day, and head of the firm of Blake, Connor & Morrison. He took an active interest in public politics, and was Solicitor-General West in the Baldwin-Lafontaine Administration. In September, 1849, he was appointed the first Chancellor of the reformed Court of Chancery for Upper Canada. It is only the eminence of his judicial career that has obscured his distinguished services as the first teacher of Law in this country.

In consequence of leave of absence having been given to Professor Blake on the ground of ill-health, the following entry appears on the Council minutes of the 26th of January, 1848: "Read a letter from Skeffington Connor, LL.D., offering to perform Professor W. H. Blake's duties as Lecturer in Law until the Professor's return; whereupon it was moved by Professor W. C. Gwynne, seconded by Principal Barron, that Dr. Connor be allowed, in accordance with his request, to continue the course of lectures commenced by the Hon. Mr. Justice W. H. Draper as substitute for Professor W. H. Blake." The inference that Mr. Justice Draper had lectured at King's College, in the absence of the regular professor, is confirmed, upon inquiry, by former students, who recall attendance at a course of lectures given by the Chief Justice, with a lively recollection of their charm and worth. No action was taken on the previous motion until the next meeting of Council, on the 2nd of February, 1848, when a motion was carried: "That Mr. J. P. Esten, of Osgoode Hall, be requested to act as Deputy for Professor W. H. Blake in the Law faculty." Lectures, therefore, were presumably continued for a short time by Mr. Esten, who afterwards became one of the Vice-Chancellors of Upper Can-

ada; but another entry of June 28th, 1848, shows that upon the request of Professor Blake, the duties as lecturer and examiner of Law during his illness were assigned to Dr. Skeffington Connor. The duties of the chair were never resumed by Mr. Blake, and Dr. Connor was appointed Professor of Law on the 13th of September, 1848. Official returns show that the original salary of £100 was subsequently raised to £250. Professor Connor, who was a Doctor of Laws of Trinity College, Dublin, was the law partner of his predecessor. He was made Solicitor-General West in 1858, and a *puisne* Judge of the Queen's Bench in January, 1863, but survived his appointment to the bench only a few months.

There are delightful reminiscences of the life of the law student of old King's College, his chapels and commons, his pranks and his amusements. Terms were kept, dinners eaten and as far as possible the life of an English student reproduced. There was a minute ceremonial; the faculty had precedence and a graduate of Arts gave place to the student of Civil Law. There were two lectures a week throughout the academic year, at 8 a.m. Students at Osgoode Hall were permitted, upon payment of a small fee, to attend the lectures, which seem to have mainly dealt with such practical topics as contracts, partnership, and the examination of English and American decisions. A return of 1845 gives fourteen students enrolled in Law, as against thirteen in Medicine. There were two Presbyterians and one Roman Catholic; the rest were Anglicans. Four of the fourteen attended lectures from Dr. McCaul in Belles-lettres and Rhetoric, and paid a double fee. Some of them were occasionals from Osgoode Hall, but a class of seven was admitted to B.C.L. in 1847, a creditable record, which the Faculty is not able to maintain. One degree was conferred in each of the years 1849, 1850 and 1854, and two in 1851, making a total of twelve Bachelors of Civil Law.

For the course and the lectures there is the highest praise. One of the students, Mr. D. B. Read, K.C., in his "Lives of the Judges," refers to the work of Chancellor Blake in these words: "Young men studying for the profession, not members of the University, were admitted to his law lectures, which he delivered in one of the rooms in the east wing of the Parliament Buildings on Front Street. He used to commence his lectures at eight o'clock in the morning. It was one of my greatest delights to attend and listen to these lectures. The matter and manner of the lectures so commended themselves to me and those who attended the lectures with me, that there was not one who did not feel that they were under great obligations to the University authorities in being permitted the advantages to be derived from

their delivery. Each attendant generally had a book for taking notes, which he would amplify at his leisure. The lecturer never quailed before any decision, English or Canadian. If he thought the judgment unsound reasoning, he did not hesitate to say so and urge the students to examine for themselves. I well remember his impressing the students with the great value of the Reports in Douglas." To Dr. Connor's connection with the University, Mr. Read refers as follows: "In 1848 he was appointed Lecturer in Law to the University of Toronto. He lectured with great care, and instructed the students in a manner as agreeable to them as it was elegant and useful."

There is no official record of examinations in Law in King's College, but there is no doubt that examinations upon lectures and text-books were regularly held. A statute of the 19th of October, 1844, provided that the following should be the qualification for degrees.

For B.C.L.: (1) Having kept seven terms and passed the previous examinations in the faculty of Arts. (2) Having kept three terms as a student at Law in this University, and being of the standing of sixteen terms from Matriculation in Arts. (3) Having passed the required examinations. (4) Having performed the appointed exercises.

For D.C.L.: (1) Having been admitted to the degree of B.C.L. (2) Being of the standing of thirty-one terms from Matriculation in Arts. (3) Having performed the appointed exercises.

The University legislation of 1849, 1850 and 1853 is fully dealt with elsewhere in this volume. The Act of 1849 expressly preserves the Faculty of Law, provides for a Dean as a member of the governing Caput, and assigns him precedence. With the fundamental changes of the year 1850, the degree of B.C.L. was discontinued, and the degrees in Law since that date have been Bachelor of Laws (LL.B.) and Doctor of Laws (LL.D.). It is manifestly a consideration of vested rights which accounts for the three B.C.L.'s after 1850; in 1854 the last B.C.L. was conferred. By the Federation Act of 1887, the Senate was given power to confer the degrees of LL.D. and, for the first time, D.C.L. *honoris causa,* under such statute as may in that behalf be passed; but although by subsequent statutes of the Senate provision is accordingly made for both degrees, no D.C.L. degree has ever been given by the University of Toronto; those on our records date back to King's College.

By the University Act of 1853 (16 Vic., Cap. 89) the functions of the University were separated from those of University College, and all "professorships or other teacherships" in the University were thereby abolished. It was expressly enacted by

Sec. 32 that "after the 1st day of January, 1854, there shall be no professorships of Law, nor of any branches of Medicine or Surgery, except in so far as the same may form part of the general system of liberal education" in University College. The abolition of the teaching of Law was not unopposed. Petitions were presented to the Legislative Assembly against it, and the House divided upon a motion of the Hon. Mr. George Brown, that the University bill should be recommitted to a committee of the whole for the purpose of "restoring the faculties of Law and Medicine as branches of the educational system of University College"; this was negatived. There is an interesting suggestion from the Superintendent of Education, in a letter, dated the 11th of July, 1852, to the Inspector-General, that a grant of £500 should be made to the Law Society for the payment of law lecturers at that institution. Such lectures, it is stated, "would exert a very salutary influence upon the whole legal profession in Upper Canada—very different from having one Professor of Law in the University lecturing betimes to some half a dozen students, but not recognized in any way by the incorporated Law Society of Upper Canada." The opinion of the majority may have found voice in this observation.

The history of legal education in the University, in consequence of the Act of 1853, has to deal, not with teaching, but with the prescription of courses of study. Statute 15 prescribes the following subjects for examination for and after the annual examinations of the year 1857:

MATRICULATION.—Greek and Latin, Mathematics, English, French, History, Geography, and Law (Blackstone's "Commentaries," Vol. I.). Candidates may omit either French or Greek.

FIRST YEAR.—Hallam's "Constitutional History," Cox's "British Commonwealth," Bentham's "Theory of Legislation," Blackstone's "Commentaries," Vol. II., Williams on Real Property, Smith's "Manual of Equity Jurisprudence."

SECOND YEAR.—Taylor on Evidence, Addison on Contracts, Smith's "Mercantile Law," Byles on Bills, Story on Partnership.

THIRD YEAR.—Cox's "British Commonwealth," Mitford's "Equity Pleading," Benton's "Compendium of the Law of Real Property," Archbold's "Landlord and Tenant," Addison on Contracts, Westlake's "Conflict of Laws," Story's "Conflict of Laws," Story's "Equity Jurisprudence," Reddie's "International Law."

N.B.—In each of these three last examinations students will be examined in Canadian Statute Law bearing upon the subjects of those years.

There were, of course, no lectures. There is a single graduate in each of the years 1850 and 1856; in 1858 there are six; among them Mr. Thomas Hodgins, M.A., K.C., the present Justice of the Admiralty Court and Master-in-Ordinary; all the recipients were graduates in Arts. There were examinations throughout in the junior years of the course and scholarships awarded in various "modes." It is interesting to note that the Hon. Edward Blake and Mr. Edward Fitzgerald, who became a leader of the chancery bar, were first and second scholars, respectively, in the third "mode," at the first matriculation in 1854. There were no scholars in either the first or second "modes," or at the First Year examination in 1855, when the same gentlemen retained their positions in the third "mode" of the First Year; the third scholarship was won by Mr. R. M. Wells, Q.C., in after life a prominent lawyer and Speaker of the Legislative Assembly. There were scholars in all three "modes" at the matriculation of 1855, and among them the present senior judge of Durham and Northumberland; Mr. Fitzgerald is transferred to another mode in the Second Year, and a "fourth mode" scholarship is awarded in 1856.

The requirements for matriculation in Law covered the work of the First Year in Arts, and the law student entered at once upon the study of Law in the First Year of the faculty. This higher standard of admission to the faculty of Law has been consistently maintained, and matriculation in Medicine or Arts has never been accepted as a substitute for matriculation in Law.

Examinations were held in the beginning of February, and might be, at the discretion of the examiners, either wholly on paper or partly on paper and partly oral (Statutes 13 and 14). A change was made, however, by Statute 54, which provided that after the examinations to be holden in the month of February, 1860, and commencing in September and May of 1861, examinations for matriculation in the faculty of Law should be held in the month of September in each year; and all other examinations in the month of May in each year.

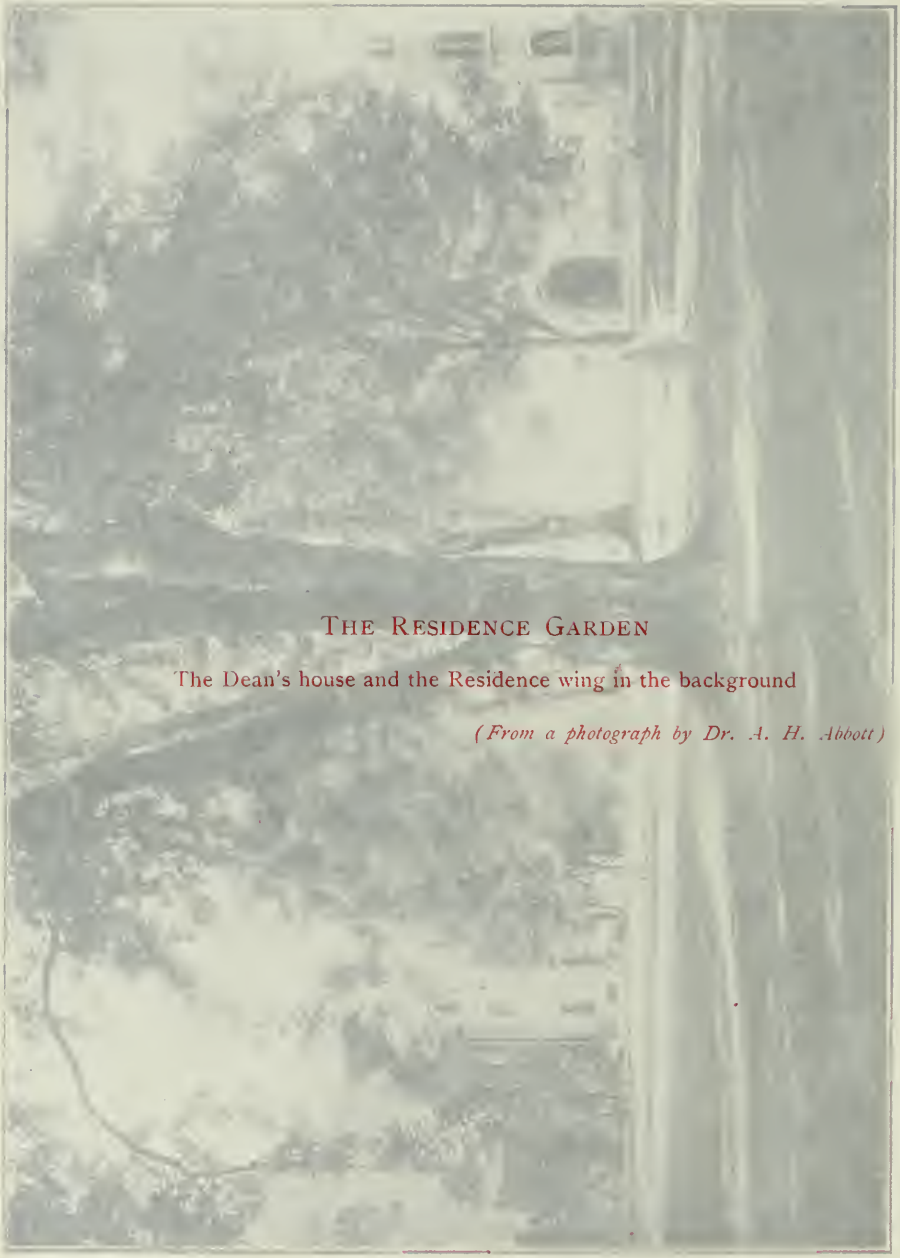
There was a profusion of valuable scholarships: ten of the value of £30 each were assigned to the faculty of Law, of which four were for matriculants, three for students of one year, and three for students of two years' standing. A gold medal was given for the first candidate at the final examination for LL.B., and a silver medal to all who could obtain first class honours at that examination (Statute 21). The undergraduate in Law was eligible, moreover, for prizes (see Statute 21) and a prize was given for each of the three best theses for LL.D. The

scholar must sign [illegible] of intention to proceed to a degree in the [illegible] while the fact that the further condition [illegible] in Civil Engineering and Agriculture [illegible] these branches as a profession [illegible] certificate to the satisfaction of [illegible] subject is a desirable [illegible]

Later statutes 145 and 64 [illegible] scholarships, where the 1st of January [illegible] assigned to this faculty; one for matriculants [illegible] for students of one, two and three years' standing [illegible]. Statute 36 (*circa* 1858) provided for [illegible] standing in the case of graduates in Law from any University in Great Britain or Ireland, and that a graduate in Arts in any University in Her Majesty's Dominions might proceed to the degree of Law and [illegible] in the University of Toronto [illegible] matriculants in this faculty. [illegible]

[illegible] of seven years' standing in the University of Toronto, from his admission to the Law Society, may be admitted to the degree of LL.B. on passing a final examination to be appointed for that purpose, at which no [illegible] shall be awarded." The subjects for the [illegible] are prescribed as follows [illegible] Legislation," [illegible] "International Law," [illegible] "Conflict of Laws," [illegible] Chap. 44, Arnold's [illegible] Hallam's "Middle Ages," Chap. [illegible] History," Cicero's "De Legibus" [illegible] and III. Each candidate shall be [illegible] named books, and be [illegible] present himself for [illegible] he elects to be examined.

Substantial changes [illegible] by the two Statutes 44 and [illegible] of these a student of the Third Year [illegible] as a graduate in that faculty might be [illegible] examination for the Second Year in Law. The [illegible] Statute 15 (referred



THE RESIDENCE GARDEN

The Dean's house and the Residence wing in the background

(From a photograph by Dr. A. H. Abbott)

scholar must sign the usual declaration of intention to proceed to a degree in the University of Toronto; while the fact that the further condition imposed upon the scholar in Civil Engineering and Agriculture of an intention to follow these branches as a profession, was not required of the scholar in Law, testifies to the acceptance of Blackstone's view that a knowledge of this subject is a desirable part of a layman's education.

Later statutes (45 and 64) reduced the number of scholarships; after the 1st of January, 1862, there were four assigned to this faculty: one for matriculants, and one for students of one, two and three years' standing respectively. Statute 36 (*circa* 1858) provided for *ad eundem* standing in the case of graduates in Law from any University in Great Britain or Ireland, and that a graduate in Arts in any university in Her Majesty's Dominions might proceed to the faculties of Law and Medicine in the University of Toronto without passing the examination appointed for matriculants in that faculty. The same statute created the old Special Examination, not abolished until 1888, by which qualified candidates might obtain the degree of LL.B. in a single examination. In its original form the statute stood thus:—"Any graduate in the faculty of Arts of the University of Toronto of three years' standing, being also admitted a barrister of the Law Society of Upper Canada, or any Master of Arts of seven years' standing, or any barrister of seven years' standing in the University of Toronto from his admission by the Law Society, may be admitted to the degree of LL.B. on passing a final examination to be appointed for that purpose, at which no Honours shall be awarded." The subjects for the Special Examinations are prescribed as follows (Statute 40):—Bentham's "Theory of Legislation," Lieber's "Political Ethics," Vol. I., Reddie's "International Law," Vattel's "Law of Nations," Story's "Conflict of Laws," Sandar's "Justinian," Gibbon's "History," Chap. 44; Arnold's "Rome," Vol. I., Chap. 14, Hallam's "Middle Ages," Chap. 2, Hallam's "Constitutional History," Cicero's "De Legibus," Aristotle's "Politics," Books I. and III. Each candidate shall be examined in at least six of the above-named books, and he shall, on giving notice of his intention to present himself for examination, state the books in which he elects to be examined.

Substantial changes were made and new features introduced by the two Statutes 44 and 45. In virtue of one of these a student of the Third Year's standing in Arts, or a graduate in that faculty, might be admitted to the examination for the Second Year in Law. The other repealed Statute 15 (referred

to above), provided a new curriculum, and added another year to the course of Law by the introduction of the Second Year work in Arts as the First Year in Law. The careless omission of dates in the available compilation of statutes is maddening; but there are indications of unusual activity in the Senate of 1858, and from the appearance of the four years' course in the College Calendar of 1859-60, and other evidences, it may be assumed that this important statute was operative in 1859. The statement is made in the Calendar for the next academic year that students in Law of the First Year attend lectures with students in Arts of the Second Year. There is unmistakable significance in the unusual increase in the number of graduates. There are fourteen graduates in 1860, twelve in 1861, twelve in 1862; but only one has a degree in Arts. In the preceding ten years there had been ten degrees conferred. Eight of the ten were given to graduates in Arts. The short cut is inviting. In place of the former three years' course there were hereafter four examinations subsequent to matriculation; the student postponed his legal work until the Second Year in order to devote another year to Arts subjects, including Logic, Ethics and Civil Polity, and the other prescribed work of the Second Year in that faculty, with French, and Smith's "Wealth of Nations" as additional subjects for Honours.

In later years the order of study is changed and important additions are made, especially in the requirements for the final examination. Vendors and Purchasers, the Institutes of Justinian and Roman Jurisprudence are added, with International Law for Honours in the final year; and Bowyer's "Civil Law" displaces the second volume of Blackstone in the Second Year. This part of the curriculum is worth printing in full:

SECOND YEAR.—Hallam's "Constitutional History," Bentham's "Theory of Legislation," Smith's "Manual of Equity Jurisprudence," Williams on Real Property, Smith's "Mercantile Law," Bowyer's "Civil Law."

THIRD YEAR.—Cox's "British Commonwealth," Mitford's "Equity Pleading," Burton's "Compendium of the Law of Real Property," Archbold's "Landlord and Tenant," Addison on Contracts, Westlake's "Conflict of Laws."

CANDIDATES FOR LL.B.—Sugden on Vendors and Purchasers, Jarman on Wills, Taylor on Evidence, Blackstone Vol. IV., Justinian's Institutes, Roman Jurisprudence (Gibbon, Chap. 44, and Arnold, Chaps. 13, 14, 16 and 26).

ADDITIONAL FOR HONOURS.—Sugden on Powers, Wheaton's "International Law," Mackeldey "Systema Juris Romani."

This curriculum, it will be observed, combines with standard treatises upon practical subjects (such as Real Property, Contracts, Mercantile Law, Landlord and Tenant, and Wills) a modest requirement as to the academical subjects of Constitutional Law and Constitutional History, and, for the final examination, the Civil Law of Rome, with International Law among the additional subjects for Honours. On the whole it is a creditable curriculum for an academical course in Law, and one rather in advance of contemporary standards.

Although new curricula were authorized, and modifications made from time to time in the prescribed texts, there is no radical change of policy for many years in regard to the requirements for the degree, as may be seen by a comparison of succeeding curricula with that just given. Matriculation, satisfactory certificates of good conduct, four years' standing from matriculation, and the full age of twenty-one years, continue to be requisites. The privileged class who may enter the faculty at the Second Year's examination is extended from time to time to include, at an early date, a barrister, a graduate, and an undergraduate of the Third or Fourth Years in the Faculty of Arts in the University of Toronto; and, later, in 1885, a graduate in Medicine and a student in Law of the Law Society who has passed his first (in 1888, his second) Intermediate Examination. The undergraduate in Law may still compete with his brethren in Arts or Medicine for a ten-dollar prize in verse or prose in divers tongues; and a Chief Justice is a prize man in Agriculture.

With minor differences, the First Year in Arts is the matriculation in Law; the First Year in Law the Second Year in Arts; Statute Law is prescribed no longer, and the examinations are confined to the text-books. Torts is added to the list of subjects; a text-book on Political Economy appears. The sequence of the legal subjects of the last three years is varied, as it will be varied again. Modern authors and later treatises replace the standard authorities of an earlier generation, and Austin is forsaken for the more attractive Maine. The Special Examination implements the Final Year of the regular course by the addition of the work of the Second and Third Years in Constitutional History, together with all the Roman Law that has been read by the regular student; the candidate's original option of six books is soon discontinued and is not found in the curriculum of 1877. The barrister who takes the Special Examination will have read the other excepted works of the regular course, or have passed an equivalent examination upon the topics; the rare and exceptional case of the Master in Arts who is not a

lawyer may well be disregarded; but the Special Examination was of doubtful wisdom, at best; and it was abolished in 1888 upon the reorganization of the faculty.

Upon paper, the course is excellent and reveals the presence in the Senate of sound lawyers with enlightened views upon legal education. The choice of topics and of treatises is judicious, with a proper touch of the theoretical and historical. There is sound training with a wide range of hard reading for the conscientious student; the course merits the high praise it has received, as a part of their professional equipment, from graduates who have attained distinction in the professional world. The extent and difficulty of the course may have something to do with a marked reaction and a falling off in the number of graduates. In 1870, 1871, and 1875 no degree is conferred; during sixteen years only on two occasions does the number of graduates exceed four; there are five in 1872 and seven in 1873. The total of the sixteen years from 1865 to 1880 is thirty-nine, as against a total of fifty-one in the five years from 1860 to 1864. Of the graduates of the earlier years more than one-half are graduates in Arts; of those of the later years, only two or three. But the quality of the lean years is high, and Mr. B. B. Osler, Q.C., Dr. Snelling, Q.C., Professor Stockton, Q.C. (of New Brunswick), Mr. Justice Street and Chief Justice Sir William Meredith are among the few who received the degree.

In 1881, the curriculum of 1877 was retained as far as purely legal studies are concerned, and it preserves its former relation to the faculty of Arts. Again, in 1885, the changes are confined to the selection of text-books.

It may be helpful to give the three last years of this older course as defined by the curriculum of the faculty of Law in 1885. A comparison with the requirement of to-day will be instructive.

Second Year.—Political Economy (Fawcett's Manual), Constitutional History (Taswell-Langmead), Equity (Snell), Law of Contracts (Pollock), Law of Real Property (Williams), Hallam's "Middle Ages," Chap. 2.

Third Year.—Constitutional History (May), Law of Evidence (Best), Law of Torts (Underhill), Law of Real Property (Digby; Smith and Soden on "Landlord and Tenant), Roman Law (Gibbon, Chap. 44; Arnold, Chaps. 13, 14, 16 and 26, Tomkins and Jenken's Compendium).

Candidates for LL.B.—Constitutional Law (Broom; Todd's "Parliamentary Government in the British Colonies"), Law of Real Property and Wills (Dart's "Vendors and Purchasers"; Theobald on "Wills"), Roman Law (Justinian,

Sandar's Edition), Jurisprudence (Maine's "Ancient Law"), International Law (Hall; Von Savigny), Common Law (Broom).

Additional for Honours.—Constitutional Law (Forsyth), Jurisprudence (Lorimer's Institutes).

Special Examination for LL.B.—Constitutional History (Taswell-Langmead; May), Constitutional Law (Broom; Todd's "Parliamentary Government in the British Colonies"), Law of Real Property and Wills (Dart's "Vendors and Purchasers"; Theobald on "Wills"), Common Law (Broom), Roman Law (Gibbon, Chap. 44; Arnold, Chaps. 13, 14, 16 and 26; Tomkins and Jenken's Compendium; Justinian, Sandar's Edition), Jurisprudence (Maine's "Ancient Law"), International Law (Hall; Von Savigny).

Before proceeding to the consideration of the radical changes in the Bachelor's course, which came into force in October, 1888, we will briefly note the history of the degree of Doctor of Laws. One of the earliest statutes of the Senate (Number 8) had defined the requisites of its highest degree in these words:

"The following shall be the requisites for obtaining the degree of LL.D.: Having been admitted to the degree of LL.B; being of five years' standing from the admission to the degree of LL.B. or the degree of M.A.; having composed an approved thesis upon some subject in Law.

By Statute 21, a prize of £6 was offered for each of the best three theses presented for this examination.

These regulations for the LL.D. degree were altered by a clause of Statute 44, which increased the five years' interval to ten, and confined the approved thesis to a subject prescribed for the degree of LL.B., in lieu of the wider range of "a subject in Law." These are the only changes, and the amended conditions appear unchanged in the curriculum of 1864. The first and second requisites remain without change until the degree in course is abolished; but there is a further limitation upon the choice of subjects and two theses are required under the statute which authorizes the curriculum of 1877; that curriculum announces that the candidate is allowed to state the two departments from which he elects that the subjects of his theses are to be chosen, according to the following scheme: Department 1, Civil Law. Department 2, Constitutional Law. Department 3, Real Property. Department 4, International Law. Department 5, other branches of Law mentioned in the curriculum. The theses are to be written in the examination hall in the presence of one of the examiners, and the subjects of the

theses are then announced. The provisions were repeated in the curriculum of 1881.

In the nature of things, there must have been inevitable variation in the quality and standard of these unpublished theses and in the amount of serious work involved in their preparation. It is quite possible, therefore, to overrate the importance of the degree as an instrument of legal education. By the first clause of Statute 157 (July 2nd, 1885) it was declared that the degree shall be conferred *honoris causa* only, and it is so stated in the curriculum of that year's date. From that time forward the awarding of honorary degrees in Law proceeds upon the recommendation of a special committee of the Senate, and there are safeguards to insure that it shall be judiciously conferred. The current regulations are contained in Statute 207 (May 17th, 1889). Twenty degrees in course have been awarded. Five were conferred in 1870; in no other year has the number exceeded two.

As a preliminary to the consideration of the changes effected in the LL.B. course in 1888, it is needful to say something in regard to those parts of the Arts course which include subjects universally regarded as a regular part of the foundation for professional training in Law. The relation of History to Law is obvious, and is exemplified in the school of "Law and Modern History" at Oxford. Further, in the Arts curriculum of the University a certain amount of Constitutional History was included. Something in Political Economy and Political Philosophy had also always been prescribed by the University; and, even in the first curriculum, there were the small beginnings of what we may call the legal side of the Political Science department in its modern form; there are, in the curriculum of 1854, the "Elements of Political Philosophy and Economy" in the pass work of the Second Year; Paley's "Political Philosophy" in the Third Year; Mill's "Political Economy" in the Fourth Year, and a few of the classical authors in the honour work of the Fourth Year. In the next curriculum, that of 1859, Civil Polity appears as a sub-department of the department of Metaphysics, Ethics and Civil Polity, and the work of the sub-department is postponed to the Third Year, where it remains to the end; the metaphysical side of the department predominates, and Economics holds the next place. The reverend examiners, however, do not neglect the problems of the law, as appears from the following questions taken at random from the examination papers of 1855:—

"Give some arguments, *pro* and *con*, for the right of an author to the exclusive property in his books.

"Show that a person confined to a quarantine station by due course of law cannot justly complain of any infringement of his civil liberty.

"What powers are reserved to the Sovereign in the British Constitution?

"State in detail the manner in which the disadvantages of monarchy are remedied in this constitution?"

For several lustra and down to the more elaborate curriculum of 1877, the changes are few. Cox's "British Commonwealth," a standard work on the English Constitution, is added to the Fourth Year in the curriculum of 1869 and remains on the course for twenty years. Austin's "sober" treatise, which had been on the Law curriculum since 1864, was prescribed ten years later among the text-books in Arts. Useful changes are made in the honour course by the special curriculum of 1877. Creasy's "Rise and Progress of the English Constitution" and Lorimer's "Institutes" are prescribed in the Third Year; Maine's "Ancient Law" in the Fourth Year; and by a wise provision the student meets with recognized exponents of different schools of thought in the subject of Jurisprudence.

Through the liberality of the Hon. Edward Blake, Chancellor of the University, the University was able to contribute further to the cause of legal education; the Blake Scholarship "for the promotion and encouragement of the study of the Science of Politics, Political Economy, Civil Polity and Constitutional History" was founded on the 6th of June, 1877, under Statute 108.

The conditions as they appear in the Arts curriculum for that year are: "The scholarship will be awarded to the candidate in the Third Year who, having attained first class honours in each of the sub-departments of History and Civil Polity, shall pass the best examination on the pass and honour work in History (not including Ethnology) and Civil Polity as laid down in the curriculum for that year, with the following additional subjects: Taswell-Langmead's "English Constitutional History," Broom's "Constitutional Law," Maine's "Early History of Institutions."

The Blake Scholarship was awarded annually until the institution of the Political Science department, when the Chancellor's gift was increased and two scholarships of the value of $75 each and two of the value of $50 each were offered for competition, alike to students in Arts in Political Science and to undergraduates in the faculty of Law taking the same examination. The donor's increased benefactions were subsequently

diverted in another direction, and the scholarships in Political Science discontinued.

Cox, Creasy, Lorimer, and Maine continue in the Special Curriculum of 1879, and, until 1885, in Civil Polity; there are standard authorities in Constitutional Law and Constitutional History for the candidates for the Blake Scholarship. "Complete prescription of work" in the sub-department of Civil Polity (including the Blake work) came into effect at the examination of 1888, as follows: Walker, "Political Economy"; Fawcett, "Manual of Political Economy"; Holland, "Elements of Jurisprudence"; Taswell-Langmead, "English Constitutional History"; Dicey, "Introduction to the Law of the Constitution"; Cooley, "Principles of Constitutional Law in the United States."

The additions are excellent, and standard modern authors, such as Holland, Bagehot, Dicey and Cooley make their first appearance in the University curriculum. There is as yet nothing in Federal or Colonial or Canadian Law, but the addition of an elementary work upon the Constitutional Law of the United States is a move in the right direction. Actual instruction was, however, confined to Mental and Moral Science; there were no lectures in Civil Polity, or upon any of the related subjects grouped together in the sub-department. The honour department of Metaphysics, Ethics and Civil Polity was unwieldy and antiquated in arrangement and combined subjects not properly allied. These defects were remedied and modern tendencies in university education followed by the creation of the department of Political Economy. Statute 200 established the department and prescribed its curriculum, and Statute 201, passed at the same time, provided a radically new curriculum in the faculty of Law; legal education at the University assumed its present form. These changes are connected with the federation movement. The Federation Act of 1887 provides (Sec. 5, s.s. 1) that "there shall be established in the University of Toronto a teaching faculty" in the subjects specified, and among them "Political Science (including Political Economy, Jurisprudence and Constitutional Law) and such other sciences, arts and branches of knowledge, including a teaching faculty in Medicine, and in Law, as the Senate may from time to time determine. The same section (s.s. 5) confers regulative powers upon the Senate "in case the faculties of Medicine or Law are established," and by section 89 these enactments are to take effect on the passage of the Act. This provision appears in subsequent consolidations down to the University Act, 1901 (1 Ed. VII., Cap. 24), of which section 24 provides that "in-

struction shall also be given in Law, Medicine and Applied Science and Engineering, which shall continue to be separate faculties."

Minute details of the text-books and lectures of the course in the new department of Political Science, or of History and Political Science, as it is sometimes styled, are given in the Calendars of the University and of University College for the years 1889-1890. From that time forward there is a profusion of information concerning the department and the faculty of Law in the available publications of the University and University College from which the curious may easily trace the changes and the later developments of legal education.

Mr. W. J. Ashley, M.A., was appointed Professor in Political Economy and Constitutional History in the University on the 16th day of October, 1888, and entered at once upon his duties; but the appointments to the Faculty of Law were not made until the 10th of January, 1889. By Order-in-Council of that date it was provided that "in such subjects of the Law Faculty as are contained in the Curriculum of Arts, the Professors, Lecturers and Fellows of the said Arts Faculty shall be considered as the instructors in the Faculty of Law in such subjects as belong to their own departments," and the teaching staff of the Faculty was appointed. The Hon. Mr. Justice Proudfoot, a retired Vice-Chancellor of Ontario, was appointed Professor of Roman Law, and the Hon. David Mills, LL.B., Q.C., the well-known publicist, was appointed Professor of Constitutional and International Law. The same Order-in-Council provided for the experiment of a course of voluntary lectures upon professional topics by distinguished members of the legal profession, who were appointed Honorary Lecturers without remuneration, viz., the Hon. Mr. Justice MacMahon, on Wrongs and their Remedies; the Hon. Edward Blake, M.A., Q.C., on Constitutional Law; the Hon. Samuel H. Blake, B.A., Q.C., on the Ethics of Law; Dalton McCarthy, Esq., Q.C., on Municipal Institutions; B. B. Osler, Esq., LL.B., Q.C., on Criminal Jurisprudence; Z. A. Lash, Esq., Q.C., on Commercial and Maritime Law; Charles Moss, Esq., Q.C., on Equity Jurisprudence; J. J. MacLaren, Esq., LL.D., Q.C., on the Comparative Jurisprudence of Ontario and Quebec.

The faculty of Law with its elaborate curriculum, its distinguished professoriate and imposing array of leaders of the bar as active members of its teaching staff, makes a brave show in the calendars of the day. Compared with the best of its predecessors the new curriculum is not less than a revolution. Matriculation is still the Latin, English, French, German, History, Mathematics and one Science of the First Year in Arts;

the subjects for examinations and lectures in the First, Second and Third Years are identical with those in the Second, Third and Fourth Years of the department of History and Political Science in the faculty of Arts; the professional topics for the Fourth and final examination for the degree are Real Property, Torts, Domestic Relations, Corporations, Criminal Law, Commercial Law, Equity and Conflict of Laws; the Law of Contracts is a necessary part of the Third Year work. The details may be studied in the curricula, or in the minute account of the courses of lectures and recommended text-books which is given in the Calendars. Of the work in the earlier years, it will be observed that, apart from the valuable additions of regular courses in Economics, History and Political Philosophy as a preliminary training for Law, the incorporation of Political Science adds Roman Law and Jurisprudence, and provides for instruction in International Law, the History of English Law, English Constitutional Law, Federal Constitutional Law, comprising the Constitutional Law of Canada and the United States, and the Constitutional History of England and of Canada. Colonial Law, with many possibilities of useful expansion, will follow in due course. In the new scheme there is no place for the Special Examination; we have taken leave of an old acquaintance which for thirty years had appeared among the regulations of the Faculty. By an oversight possibly, the graduate, the student at law and the barrister have no privileges and no exemptions or allowances for previous examinations or previous study. A change in this respect was made by Statute 266 (April 8th, 1892), which provided that graduates in Arts or Medicine should be allowed to substitute for the original requirements of the first three years, *i.e.*, the History and Political Science, an examination in eight specified subjects embracing the law topics of that department, with one year's work in Political Economy and Constitutional History, and take a portion in one year and the residue in a subsequent year upon prescribed conditions. By the same statute, a few treatises were added to the list of those prescribed in the technical work of the final examination and a few changes made in the sequences of the course.

It seems clear that at this time it was the design of the University to provide a " teaching faculty " in Law, as contemplated by the legislation of 1887, which should cover the practical, no less than the theoretical, side of the course. A number of the honorary lecturers had entered upon their new duties with zeal and earnestness, and had given short courses of carefully prepared lectures, which, in some cases, were continued for a

period of three or four years. Through the pressure of professional engagements, however, a great part of the special lectures were never delivered, and the scheme as a whole was eventually abandoned. The list is wanting in the Calendar of 1892-93, but the honorary lecturers are named once more, and for the last time, in the Calendar of 1894-95. We are slow to learn that undertakings of this nature are prone to failure, and, at the best, but poor expedients for the systematic teaching of regular paid instructors. Upon the resignation of Professor Ashley, Mr. James Mavor, Professor of Political Economy and Statistics in St. Mungo College, Glasgow, was appointed in November, 1892, Professor of Political Economy and Constitutional History. Professor Proudfoot continued to discharge the duties of his chair until compelled by failing health to retire; Mr. A. H. F. Lefroy, M.A. (Oxon.), a practising barrister and a reporter of the Law Society of Upper Canada, was appointed Professor of Roman Law in his stead on November 23rd, 1899. Upon the resignation of Professor Mills, in consequence of his appointment of Minister of Justice for the Dominion of Canada, J. McGregor Young, M.A., was appointed to succeed him on September 13th, 1900; at the same time Professor Lefroy was appointed Professor of Roman Law and Jurisprudence. By subsequent Orders-in-Council the subject of Constitutional History was detached from Economics and transferred to Constitutional Law, and the incumbent of that chair appointed Professor of Constitutional and International Law and Constitutional History.

With slight and unessential differences, the curriculum of 1891-95 is the original curriculum of 1888, as authorized by Statute 201, and as amended by Statute 266 (*supra*). It was continued in force to the 1st of July, 1897. The curriculum and regulations for the degree of LL.B., which, with unimportant additions as to procedure, are in force at the present time, were prescribed by Statute 380 (March 12th, 1897). From the details which will be found on pp. 228-33 of the Calendar for 1904-5, it will be seen that, while retaining the essential features of the last curriculum, the new regulations revert in some particulars to the models of earlier years, and that the current curriculum has greater complexity than its predecessor. The simple statement that the subjects of the first three years in Law are the subjects of the first three years in the Arts department of Political Science will no longer suffice. Professional topics are increased, and by an obvious reference to the requirements of the Law Society for admission to the bar, are once more distributed between the Third and the Fourth

Years. Once more, there is a distinct curriculum for the preliminary two years of an ordinary matriculant, and there are special provisions for a special class. The graduate in Arts, the barrister, the law student who has passed his Intermediate Examinations, may enter the Faculty at the Third Year, as at an earlier period; but prior to presenting himself for the final examination he is required to pass, in addition to the examinations of the Third and Fourth Years in the faculty of Law, prescribed examinations in the faculty of Arts, which cover in good part the legal side of the Political Science course. If a candidate should desire to proceed to the degree in regular course as a matriculant, the current curriculum provides a preliminary two years in which he is required to take honour standing in specified subjects in Political Science and pass standing in other designated portions of the general course in Arts. The requirement of a thesis and the recognition of the work of the Law School are commendable novelties in the existing regulations. Candidates are not required to pass an examination on those subjects on which they have already passed an equivalent examination in the course of subjects prescribed by the Law Society of Upper Canada. The thesis, which must be upon a subject embraced in the curriculum, is prescribed annually by the Senate. The selection has invariably been of a subject calling for wide reading; and it may fairly be claimed that, as a rule, the theses submitted are carefully and thoughtfully prepared.

A new and higher degree in Law has been established recently by Statute 487 (March 12th, 1903)—the degree of Master of Laws (LL.M.). The requirements are, in brief, that the candidate must be a Bachelor of Laws; that he pass the prescribed examinations, and that he present a thesis (satisfactory to the examiners in Law and to special examiners of such thesis appointed by the Senate) on some branch of Law or of the History or Philosophy of Law. Special examiners may be appointed for the whole or any part of the work prescribed for examination. If this important degree is to maintain its value and play the part in legal education its authors have desired, peculiar weight will doubtless be attached to the thesis, which should display scholarship and research, and be a real contribution to the science of Law. The regulations and requirements are set out in detail on page 232 of the Calendar for 1904-1905.

Commercial Law is prescribed in the Second, and the Final Year of the new course for diploma in Commerce. Although no regular provision has yet been made for it, texts have been prescribed, examinations held and some instruction been given,

voluntarily, in this subject. In the development of the course a field will be opened for useful work in teaching the principles of commercial law to candidates for the diploma.

From the foregoing, it will have been seen that, technically, in the faculty of Law the whole of the instruction and a large share of the reading and examinations are assigned, as matter of fact, to the faculty of Arts, to which by the University Act the teaching staff in Political Science and in History belong. While Political Science is the natural avenue to the Law School, it must be remembered that Economics predominates, and that, with the importance given to History and English, the department attracts a large number of our graduates who enter journalism and commercial life. To all of these the University aims to give the insight into legal principles and legal methods and the training in politico-legal topics, which are universally regarded as desirable essentials of the cultivated citizen. Under these conditions, legal study and the teaching of Law, have inclined, as they should, to the academical; and will not conflict with the different work of a technical school of law for which they will rather lay a sound and useful foundation. Experts are not wanting to maintain that in legal education a university should undertake no more. Be that as it may, the "teaching faculty" of practical law belongs still to the future of the University of Toronto.

CHAPTER X

THE FACULTY OF MEDICINE

The establishment of a Faculty of Medicine was evidently contemplated at a very early stage in the development of university education in the Province. The first meeting of the College Council, under the royal charter of 1827, took place in January, 1828, and at a subsequent meeting in May, when there was a discussion as to a suitable location for the University buildings, an argument for placing them in proximity to the town was that students might be able to attend upon medical practice and upon lectures in the hospital.

One of the objects in opening a university in the province of Upper Canada was, according to the Chancellor, Sir John Colborne, that students might in their native land be better prepared for a professional life than in any other part of North America. As a first step towards the accomplishment of this, the Chancellor proposed that two or three eminent professors be appointed to the University, whose talent and reputation could not but impress the people of the Province with the immense advantages that would result from the establishment of a great university in their midst; and he considered that the university would confer an important benefit on the Province by establishing as soon as possible a full course of medical education. In order to carry out this scheme it was suggested that the duties of one of the professors in Science (two were to be appointed) should include not only lectures on Anatomy and Physiology, but also on Practical Anatomy. The other professor in Science was to teach Chemistry, Materia Medica, and Natural History.

To these suggestions of the Chancellor, the Council of King's College replied, a week later, by resolution, asserting, with respect to those lectures which should have reference to the establishment of a Medical Faculty within the University, that so far as primary medical education was concerned, they were quite agreed with the suggestion of the Chancellor, but regarding the qualifying of men at the University for the medical profession they did not deem it wise to expend much of the funds of the College. The real reason for the Council's reply seems

to have been their belief that the profession of medicine in this Province was not attractive enough at that time to induce parents to send their sons to a university providing medical education, even were one established.

Thus matters stood until 1837, when the provisions of the charter had finally been settled. The new Chancellor, Sir Francis Bond Head, readily concurred with the College Council in a plan of operation. By this general plan submitted to the Chancellor by the President of King's College, the whole field of instruction in the University was to be divided into six departments, of which Medical Science was to constitute one. This department was to be sub-divided as follows: (1) Chemistry with Geology and Mineralogy; (2) Anatomy and Physiology; (3) The Theory and Practice of Physic; (4) The Principles and Practice of Surgery; (5) Materia Medica, Therapeutics and Botany; (6) Midwifery and Diseases of Women and Children. One professor and three lecturers were to be appointed. The department of Medicine, like that of Jurisprudence, was to be conducted by professional men not residing within the university, the professor of Chemistry excepted. They were to have certain hours for teaching, which were to be so arranged as not to interfere too much with their practice in the city. The lecturers in Anatomy, Medicine, Surgery and Materia Medica were to receive a salary of £200 apiece. This plan with certain modifications was adopted by the Council of King's College; but just as the preliminaries were about to be arranged the Rebellion of 1837 broke out, and thus operations were suspended for a time.

For several years no further steps were taken for the establishment of a system of medical education, although the Education Commission of the year 1839 set forth, in their report, the great need of a university such as would qualify the student in Divinity, Law, and Medicine; and further stated their conviction that the lack of schools of Medicine was productive of most serious results to the people of the Province. About this time (July, 1839) the College of Physicians and Surgeons of Upper Canada had applied to the Council of King's College for aid in the establishment of a medical school. The Council, in reply, stated that they hardly felt justified in extending aid to any other corporation until they had first obtained the objects for which they themselves had been incorporated, namely, the provision of efficient instruction in all the branches of a university education. In February, 1842, a resolution was passed by the Council of King's College stating that for the purpose of affording the necessary facilities to students in the faculty

of Medicine, it would be advantageous if the Toronto General Hospital might for the present be utilized; the Council proposed, accordingly, to devote an annual sum to the maintenance of beds for a certain number of patients, in addition to those which the funds of the Hospital Trustees already enabled them to provide.

In April of the same year, the Chancellor, Sir Charles Bagot, wrote to the President of King's College, stating his belief that the Medical Faculty should as soon as possible be again represented on the College Council. Accordingly Dr. Christopher Widmer, who had been a member of the first College Council, but had declined appointment on the reorganized Council of 1837, was induced to accept office, and a warrant, dated May 6th, 1842, appointed him a member of the Council. About this time also, money was being set apart for the purchase of medical preparations, models, books, etc.; but the due apportionment of the funds was to be left to the professors of the several subjects on their appointment.

On June 8th, 1842, Dr. Widmer presented his report on the organization of the faculty of Medicine of the University of King's College. By this report, which was approved and adopted, it was proposed that the faculty of Medicine should, for the present, consist of four professors, to be of equal rank and receive the same remuneration. The division into professors and lecturers was deemed objectionable. It was suggested that the very best talent should be obtained for the faculty, and in order to do this the mother country was to be appealed to for the professor of Medicine at least. The proposed Medical Faculty was to be organized as follows:

1st. A professor of the Theory and Practice of Physic and Materia Medica, this professor to lecture daily on Physic and twice a week on Materia Medica, embracing Medical Botany, and also twice a week on Clinical Medicine at the Hospital.

2nd. A professor of Chemistry.

3rd. A professor of Anatomy and Physiology, embracing Comparative Anatomy. This professor must employ his own prosector to prepare the anatomical subject for the lecture-room.

4th. A professor of the Principles and Practice of Surgery. This professor was also required to take the department of Midwifery. It would be his duty to lecture twice a week on Surgery, and daily on Midwifery. It was pointed out that the late Sir Astley Cooper lectured daily on Anatomy and twice on Surgery for many years, though in extensive practice. It would also be necessary to appoint a Conservator of the Museum and a Demonstrator of Anatomy, the two offices to be associated in

the same individual. This gentleman's time would be fully occupied in the care of the anatomical preparations, in making new ones, and in directing the progress of the anatomical students, which latter duty will necessarily confine him for many hours to the dissecting room.

In July, 1842, the Chancellor, in conformity with the above proposal, appointed Dr. Henry Sullivan Demonstrator of Anatomy and Curator, but the College Council pointed out to His Excellency that the office should first be created. In November, 1842, the office of Demonstrator of Anatomy and Curator of the Anatomical and Pathological Museums of the University of King's College was duly created, and Dr. Henry Sullivan had the honour of the first appointment. This office was subsequently changed to a professorship of Practical Anatomy and curatorship, as will be presently shown. In October, 1843, another report from the committee appointed in the preceding September to take into consideration the preliminary arrangements necessary for the opening of the Medical Department of the University, was submitted to the College Council. The Committee consisted of Dr. Gwynne, Dr. McCaul and Professors Potter and Croft. Their report was as follows:—

1st. The Committee are of the opinion that in order to constitute an efficient Faculty of Medicine of King's College, it is necessary that provision should be made for adequate instruction in the following branches of Medical Science: (*a*) Chemistry, (*b*) Anatomy and Physiology, (*c*) The Theory and Practice of Medicine, (*d*) The Theory and Practice of Surgery, (*e*) Materia Medica and Pharmacy, (*f*) Midwifery and Diseases of Women and Children.

2nd. Your Committee are also of the opinion that it will conduce to the interests of the Faculty of Medicine and be more in accordance with the usage of some British universities if the designation of "Demonstrator of Anatomy" be changed to that of "Professor of Practical Anatomy."

3rd. Lectures upon the following subjects may be instituted with advantage at some future period: (*g*) Forensic Medicine, (*h*) Botany.

4th. In addition to provision for instruction in the above branches of Medical Science, your committee are of the opinion that an hospital capable of containing not less than eighty beds for medical and surgical cases will be required, and separate accommodation for at least six puerperal patients will also be necessary.

5th. The following shall be the medical requisites for a student

presenting himself at the final examination for his degree: (*a*) A certificate that he has attained the age of twenty-one years. (*b*) That he has passed five years in the acquisition of medical knowledge, three of which must have been occupied in attendance on medical lectures in schools recognized by the University, and one year at least in the Medical Department of the University. (*c*) That he shall produce certificates of attendance upon the following lectures and hospital practice: (1) Chemistry, one course of six months; (2) Practical Chemistry, one course of three months; (3) Anatomy and Physiology, two courses of six months each; (4) Theory and Practice of Medicine, two courses of six months each; (5) Theory and Practice of Surgery, two courses of six months each; (6) Materia Medica and Pharmacy, one course of six months; (7) Midwifery and Diseases of Women and Children, one course of six months; (8) Attendance for at least eighteen months on the medical and surgical practice of an hospital containing not less than eighty beds, twelve months of which shall be during winter sessions when the lectures on Clinical Medicine and Clinical Surgery will be delivered.

7th. To constitute an "Annus Medicus," certificates of attendance upon not less than two courses of six months each (or the equivalent) must be obtained within the year, which certificates must specify that the student has not only sedulously attended four-fifths of the lectures given by each professor, but also that he has undergone an examination satisfactory to the professor.

8th. The medical term to begin at the same time as the Arts, that is, the Michaelmas and Hilary terms of the Faculty of Arts shall constitute the winter session, and that the Easter term shall constitute the summer medical session. It was also thought expedient to appropriate one of the wings of the Parliament Buildings, namely, the eastern wing, to the uses of the Medical Faculty.

In November, 1843, at a meeting of the College Council the following medical professorships were established in the University: (*a*) A professorship of Anatomy and Physiology; (*b*) a professorship of the Theory and Practice of Physic; (*c*) a professorship of the Principles and Practice of Surgery; (*d*) a professorship of Midwifery and the Diseases of Women and Children; (*e*) a professorship of Materia Medica, Pharmacy and Botany; (*f*) a professorship of Practical Anatomy to be held along with the curatorship of the Anatomical and Pathological Museum. The duties of the said professors were designated to be similar to those of the professorships in the

THE MEDICAL BUILDING

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universities of Great Britain, together with such duties as shall be assigned to them by any competent authority in this University. The salaries were to be £200 sterling per annum, except in the case of the Professor of Practical Anatomy, who was to receive £250.

The next step towards the organization of the Medical Faculty was the appointment of professors to the several departments, and the following gentlemen were chosen: Dr. King, professor of the Theory and Practice of Medicine; William Charles Gwynne, Esq., M.B., professor of Anatomy and Physiology; William R. Beaumont, F.R.C.S., professor of Surgery; George Herrick, Esq., M.B., professor of Midwifery and Diseases of Women and Children; Dr. William Bulmer Nicol, professor of Materia Medica, Pharmacy and Botany; Henry Sullivan, Esq., M.R.C.S.L., professor of Practical Anatomy and Curator of the Anatomical and Pathological Museum.

In December, 1843, the members of the faculty of Medicine reported to the Council of King's College that in accordance with the desire of the College Council to put the department of Medicine into speedy and efficient operation, the faculty would recommend that the following measures be taken without delay:

1st. That inaugural lectures should be delivered by each of the professors in his department on the first two days of term in the Public Hall. (This is the origin of the custom of giving an opening lecture in the Faculty of Medicine at the beginning of each session.)

2nd. That the regular course of lectures in each department should be delivered during the ensuing term according to the subjoined time-table, commencing on Monday, January 15th, 1844.

	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
Practical Anatomy	10	10	10	10	10	10
Anatomy and Physiology	11	11	11	11	11	..
Chemistry	12	12	12	12	12	..
Hospital Attendance and Clinical Lectures	1	1	1	1	1	1
Theory and Practice of Medicine	2	2	2	2	2	..
Principles and Practice of Surgery	3	3	3	3	3	..
Midwifery and Diseases of Women and Children	4	..	4	..	4	..
Materia Medica	..	4	..	4	..	2

3rd. That immediate arrangements should be made with the trustees of the General Hospital, whereby the professors of the Medical Faculty should have either the exclusive medical superintendence thereof, or a certain number of wards reserved for their sole use.

4th. That arrangements should be made for procuring subjects for the use of the students, the expense of which might be paid by the charges to the students.

The Committee are of opinion that two lecture rooms and a dissecting room will be for the present sufficient. This was the first report of the Medical Faculty to the Council of the University, and it shows the consideration given to every detail. The last link in the chain was the establishment of a matriculation. Accordingly, on January 10th, 1844, the College Council adopted the following regulation:—

"The medical students of King's College University shall be of two classes: (*a*) Those who are candidates for degrees; (*b*) occasional students who only attend particular courses. For the first of these classes of students the 'testimonium' from the faculty of Arts will be necessary attesting their having kept six terms and having passed the two yearly examinations in the department.

"Candidates for medical degrees above the age of twenty years shall be admitted during the year 1844 without the 'testimonium' from the faculty of Arts, on passing the matriculation on the following subjects: Greek and Latin Classics, and Mathematics."

Thus every detail being completed, the opening lecture of the Faculty of Medicine of King's College, the then provincial university, was delivered by Dr. Herrick, on January 15th, 1844.

It was only after much negotiation and controversy, as may be observed, that the Medical Faculty was established. It was then on a par with the faculties of Arts and Law in the University, and received its funds from the endowment of the College, obtaining several thousand dollars annually from that source alone.

In addition to the degrees of M.B. and M.D. the College Council in October, 1844, instituted the inferior degree of Medicine to be designated "Chirurgiae Magister" (C.M.). This degree was taken by Edward Mulbury Hodder in 1845, and this is the only occasion upon which the degree was conferred. In September, 1845, Lucius O'Brien received the degree of M.D., and was appointed professor of Medical Jurisprudence. The first to receive the degree of M.B. was our esteemed emeritus

Professor of Anatomy, Dr. J. H. Richardson, in 1848. The first medical class comprised only two matriculated students, J. H. Richardson and — Lyons. There were in addition a few occasional students.

Dr. Richardson furnishes the following details in regard to the early days of the Faculty of Medicine: "The first building used for medical teaching was a frame structure just west of the Parliament Buildings, containing two rooms, one for anatomical, the other for chemical classes. It was in use in 1849, the year in which I discharged the duties of the Professor of Anatomy (Dr. Sullivan), who was attacked by phthisis, of which he died the next year. When I first lectured for Dr. Sullivan, in 1849, the room in the building mentioned before was about sixteen feet long and fourteen wide. At the western end there were three benches raised successively, on which the students were seated. Dissections, and preparations for the lectures on Anatomy, were performed there, and it was common for the students to group themselves around the dissecting table during the lecture, in order to get a view of the subject. As might be expected sometimes the students, although never unruly, would indulge in harmless fun."

The medical department very early showed substantial growth, and in 1849 the class in Anatomy numbered almost twenty students. To meet the increasing demands of this department the building subsequently known as Moss Hall was erected on the site where the Biological Department now stands. During the session 1852-53 there were about sixty students.

As already stated in a previous chapter, the Medical Faculty, as a teaching body, was abolished by the Hincks Bill of 1853. "From 1853 to 1887 we had the era of Proprietary Medical Schools. The alleged ground for the abolition of the Medical Faculty was the supposed popular sentiment against state aid for a lucrative profession. Whether this was the real ground is still a matter of dispute. If it was the real ground the Legislature of succeeding years manifested great inconsistency in the application of the principle; for about 1852 to 1871 no less a sum than $65,000 was granted by Parliament to the various medical schools, aid being given in fact to all who applied. After 1871 all these grants were cut off, just as had been the grants to Arts colleges a few years before. Looking back over the past hardly anybody will venture now to assert that the era of proprietary schools was an unqualified success. Nobody will say that they provided an ideal medical education. But, on the other hand, nobody will deny that much good and

honest work was done, and that the education of our medical men in spite of difficulties reached a high standing." (From Dr. John Hoskin's Address at the opening ceremonies in connection with new Medical Building, October 1st, 1903.)

It would appear that after the abolition of the teaching of Medicine in 1853, nothing definite was accomplished towards its restoration until 1887, nearly thirty-five years after, although during those intervening years the evident mistake made in the elimination of this important factor in a university, was more than once recognized, and many futile attempts were made towards its correction. It was felt that medical students should have as sound a training in the sciences as possible, and this could only be obtained by their having free access to the laboratories and lecture-rooms of a university such as that of Toronto.

During the era of proprietary schools, from 1853 to 1887, efforts were made from time to time by the University of Toronto to raise the standard of examination. Thus in 1882 the standard was actually raised, and as a notable result the number of the graduating class in Medicine dropped from thirty-two to fifteen, and eventually to ten. The explanation was that the schools were unable to train the students in the sciences, because of the fact that they were unable to provide the extensive equipment and the necessary staff, such as are required in modern scientific laboratories for efficient teaching. The only reasonable solution for the problem seemed to be the establishment of a teaching faculty of Medicine in the provincial university.

Accordingly, in 1887, the faculty of Medicine of the University of Toronto was reorganized. This was accomplished by an agreement between the then existing Toronto School of Medicine and the authorities of the University. The staff of the School became the faculty of Medicine of the University of Toronto; while under the new organization, the extensive equipment of the University in Biology, Physiology, Chemistry and Physics was put at the service of the faculty of Medicine. On September 19th, 1887, Dr. W. T. Aikins was elected the first Dean of the Faculty, and Dr. A. H. Wright was appointed Secretary.

The statute governing the reorganization of the faculty was constructed so as to provide for a reconsideration of the appointments to the staff every five years. This in fact meant that a fresh reorganization was to be brought about at stated intervals, and that all appointments were to lapse when the term of five years had expired. Accordingly, in 1892, another reorganization took place, and at that time many important changes were

made both in the *personnel* of the faculty and in the methods of instruction. Thus, for example, the departments of Anatomy and Pathology were completely reorganized, and in each of these an efficient staff of instructors was provided.

The number of students increased, the laboratory equipment was gradually improved, and in every department the standard of efficiency was constantly advanced. In 1897, when reorganization became again due, the whole question of the relationship of the faculty of Medicine to the University of Toronto was very thoroughly considered, and it was determined that the policy which had been in existence for ten years should be abandoned, and that the appointments to the staff should now be made permanent without any arrangement for further reorganization. Accordingly this was acted upon and the members of the faculty of Medicine were thus appointed to their various positions on the same basis as that which existed in the faculty of Arts. The number of the teaching staff consisted, in 1892, of thirty-four members. This, however, was gradually increased with the growth of the student body, until in 1903 the staff numbered fifty-six. In consequence of the great increase in the number of students it became evident that it was necessary to provide new laboratories, mainly for instruction in the final subjects and for the provision of laboratories in Pathology and Physiology. Accordingly, in 1902, a building was begun in the University grounds, and was completed and formally opened in October, 1903.

In the latter part of 1902, the question of amalgamation between the faculties of Medicine of the University of Toronto and Trinity University was seriously considered; and eventually the Trinity Faculty of Medicine was included in the scheme of federation of the two universities. In the summer of 1903, the amalgamation of the faculties was consummated, and the first inaugural address of the combined faculties was delivered by Professor William Osler in the University Gymnasium, on October 1st, 1903. With the amalgamation of the two faculties the staff was increased to eighty-seven members.

The formal opening of the new laboratories took place on October 1st, 1903, when Professor Charles S. Sherrington, Holt Professor of Physiology, University of Liverpool, England, delivered the inaugural address, and the buildings were formally declared open by President Loudon. There were other distinguished guests present, of whom may be mentioned His Honour the Lieutenant-Governor, the Hon. Mr. Harcourt, Minister of Education of Ontario; Professors Welch and Osler, of Johns Hopkins University; Professor Keen, of Philadelphia; Professor Porter, of Harvard; Professor Chittenden, of Yale;

Professors Roddick and Adami, of McGill; Professor Barker, of Chicago; Professor McMurrich, of the University of Michigan; Professor Abbott, of Philadelphia; Professor Goldwin Smith, Mr. Alfred Mosely and the Hon. Dr. Sullivan. The various functions connected with the opening ceremonies included, in addition to the inaugural address by Professor Sherrington, addresses by other guests of the University. Professor Sherrington's address was delivered on the afternoon of October 1st, the Dean of the Faculty of Medicine, Dr. Reeve, having previously entertained the visitors at luncheon. On the evening of the same day Professor Osler delivered the opening lecture of the session to the students. On the morning of October 2nd, addresses were delivered to the students in the new lecture theatres; in the afternoon a special University Convocation was held for the purpose of conferring honorary degrees, and at this function the degree of LL.D. was conferred upon Professor Kean, Professor Welch, Professor Osler, Professor Chittenden, Professor Sherrington, and, *in absentia,* upon Professor Bowditch, of Harvard. In the evening a dinner was tendered by the Dean and members of the faculty of Medicine to their guests.

The number of students in each year of the course, from 1889 to the present date, is as follows:

Session.	1st Year.	2nd Year.	3rd Year.	4th Year.	5th Year.	Occasional Students.	Total.
1888-89	66	66	67	59	....	....	258
1889-90	81	60	63	59	....	....	263
1890-91	85	75	67	56	....	....	283
1891-92	86	73	69	58	....	....	286
1892-93	77	78	67	58	....	....	280
1893-94	72	70	69	65	....	....	276
1894-95	78	61	57	63	....	75	334
1895-96	64	71	46	56	....	56	293
1896-97	62	59	61	41	....	72	295
1897-98	61	53	55	61	....	76	306
1898-99	73	54	56	55	....	70	308
1899-00	104	62	53	58	....	36	313
1900-01	124	103	60	52	....	55	394
1901-02	131	117	99	58	2	67	474
1902-03	102	119	112	96	3	62	494
1903-04	159	134	170	159	9	90	721
1904-05	169	154	124	164	11	30	652

Recently it has been evident that the very large growth of the School demands greater hospital facilities than have hitherto been available. Various attempts have been made during the past few years to deal with this question, and a great deal has been accomplished, so that at present the solution of the problem is in sight. The munificent gift of Mr. Cawthra Mulock of $100,000, to be expended on the out-door department of the

Toronto General Hospital, has been followed up by a determined effort to raise a sufficient fund to reorganize the whole institution and to provide an hospital which will afford ample facilities for the clinical teaching in connection with the University of Toronto. The Government, the City, the University, the members of the medical staff, and a large number of citizens have contributed to a fund which is rapidly reaching the amount of the proposed expenditure, a million and a half dollars. In a very short time, the scheme for the provision of a large, modern, thoroughly equipped hospital will be complete, and thus a most essential part of the necessary provision for modern teaching in Medicine will be provided in a manner which will be unsurpassed.

For some years the Faculty of Medicine has had the advantage of the excellent opportunities which are provided for training in the Diseases of Children in the Hospital for Sick Children, an institution in which there are one hundred and fifty beds, and which thus constitutes one of the largest hospitals in the world devoted solely to diseases of children. It may well be recorded here that the existence of this magnificent institution is due to the untiring efforts of Mr. J. Ross Robertson, chairman of the Board of Trustees.

This sketch may be concluded with a list of dates of certain appointments in the Faculty of Medicine, changes by death, etc.:

Sept. 19th, 1887—Dr. W. T. Aikins elected Dean.
July 17th, 1888—Dr. George Wright resigned.
April 11th, 1893—Dr. Uzziel Ogden appointed Dean.
March 6th, 1896—Dr. McFarlane's death.
April 13th, 1896—Dr. R. A. Reeve appointed Dean.
May 31st, 1897—Dr. W. T. Aikins' death.
July 8th, 1899—Dr. Graham's death.
Sept. 21st, 1900—Committee on amalgamation with Trinity appointed.
Jan. 4th, 1901—Committee on new Medical Building appointed.
Nov. 1st, 1901—First election to the Senate.
Dec. 16th, 1901—Death of Dr. Sweetnam.
Jan. 21st, 1902—By-law *re* new Medical Building.
Oct. 3rd, 1902—Dr. Bertram Spencer's death.
Jan. 2nd, 1903—Resignation of Dr. Uzziel Ogden.
June 19th, 1903—Report on amalgamation with Trinity adopted.
Oct. 5th, 1903—First meeting of amalgamated faculties.
April 11th, 1904—First Summer Post-Graduate Course.
Oct. 7th, 1904—Minute regarding Mr. Cawthra Mulock's grant of $100,000.

CHAPTER XI

THE FACULTY OF APPLIED SCIENCE

The interest in the application of science to the industrial arts, which was excited in England by the Exhibition of 1851, took practical shape in Canada about 1870. At that time a scheme was proposed to establish in Toronto a college of Technology, in order to provide instruction in those subjects which bear on the development of the industries of the country. It was proposed that this instruction should be given partly by evening classes for the benefit of working men, and partly by lectures and laboratory teaching to regular students who might be prepared to give their whole time to such studies. With this object in view, Mr. John Sandfield Macdonald, at that time Premier of Ontario, proposed to the Legislature, on the 15th of April, 1871, that the Government should establish such an institution, and asked for a grant of $50,000 for this purpose. It was proposed to teach Mathematics, Chemistry, Modern Languages, Civil and Mechanical Engineering, and Drawing. For this it was thought that five professors would be adequate, of whom three only were to be appointed at the outset.

The scheme met with much adverse comment, chiefly from those who thought that the country had already, in the provincial university, an organization by which the objects sought could be most economically and efficiently attained. This view was energetically urged by Mr. Edward Blake in the debate which took place in the House with regard to the measure; he maintained that a grant of money should be made to the University for this purpose. He pointed out that Mathematics, Chemistry and Modern Languages were already taught in University College, and that by appointing professors in subjects not included in the present university curriculum, and by giving additional assistance and equipment in the subjects already taught, better results might be expected, for the same expenditure, than would be attained by creating a rival institution. These arguments, however, were not successful. The House divided on strictly party lines and the bill was carried.

It was at first intended to erect a college in the grounds of the Normal School, but this plan was abandoned; and the build-

ing then occupied by the Mechanics' Institute, now by the Toronto Public Library, was bought and fitted up for the purpose. The fall of Mr. Sandfield Macdonald's Government led to important changes in the development of the scheme. Mr. Alexander Mackenzie, who succeeded him, and his colleagues, among whom was Mr. Edward Blake, had, while in opposition, strongly expressed their disapproval of the scheme in its original form, and in their hands it assumed a very different shape from that originally intended. As a building had been purchased and equipped for work, they decided to proceed tentatively by opening evening classes for working men, leaving the carrying out of the rest of the scheme for maturer consideration. Provision had been made for the immediate appointment of three instructors, and, accordingly, Mr. James Loudon, now President of the University, was appointed Instructor in Mechanics; Mr. W. Armstrong, C.E., Instructor in Drawing, and Mr. W. H. Ellis, Instructor in Chemistry. The classes were immediately organized and carried on for several years.

Meanwhile, a plan was being considered whereby the views both of the friends of technical education and of those of the University could be satisfactorily carried out. The authors of the plan were the Hon. Adam Crooks, then Minister of Education; the Hon. Mr. Justice Thomas Moss, Vice-Chancellor of the University; Dr. (afterwards Sir Daniel) Wilson, and Professor James Loudon. The plan was embodied in a minute by the Minister of Education, which was approved by the Lieutenant-Governor-in-Council on February 30th, 1877. The minute recommended the erection of a building for the School of Practical Science, as it was now called, upon a site in proximity to the provincial university. It also recommended that the services of the professors in University College should be secured for the School of Practical Science as far as they could be made available, while in return, the laboratories and instruction of the School were, to the same extent, to be open to the students of University College. The School so constituted was opened on the 1st of October, 1878, with the following staff: H. H. Croft, D.C.L., Professor of Chemistry and Chairman of the Board; E. J. Chapman, Ph.D., LL.D., Professor of Mineralogy and Geology; James Loudon, M.A., Professor of Mathematics and Natural Philosophy; R. Ramsay Wright, M.A., Professor of Biology and Secretary of the Board; J. Galbraith, M.A., Professor of Engineering; W. H. Ellis, M.A., M.B., Assistant to the Professor of Chemistry.

All the Engineering branches were, in the early years of the School, taught by Professor Galbraith. As the number of

students was small, he was in a position to give to each an unusual amount of personal attention. He was thus enabled to add to the knowledge gained by experience in the field, in construction, and in the workshop, an intimate acquaintance with the student himself, his capabilities, his needs and his limitations; this was of the greatest value in directing the development of the Engineering course in a right direction. As the number of students increased and the work became too much for one man, he was fortunate in securing colleagues who understood and sympathized with his aims and methods. The result has been a homogeneity and unanimity in the teaching of the School of Practical Science, which has produced excellent results.

Broadly stated, the idea which has dominated the instruction given has been to give the student a firm grounding in the theory of his profession, in the principles and practice of measurements, in drafting and in all kinds of laboratory methods, He is expected to acquire a practical acquaintance with materials and the use of tools during the summer vacations, or, at other times, by actual employment in works or shop.

At first, diplomas were given only in Civil and Mechanical Engineering and in Analytical and Applied Chemistry. To these were afterwards added Mining and Electrical Engineering, and Architecture. The new departments were conducted on the same lines as the old, and the results have been such as to justify the methods. The graduates of the School have always been able to secure satisfactory employment immediately on obtaining their diplomas, and are now occupying positions of trust and responsibility throughout the Province and beyond its limits.

In 1889, the University Federation Act came into force by which a university teaching faculty was established. The professors of science in University College were transferred to this faculty, and the connection between the School of Practical Science and University College came to an end. The School was affiliated to the University of Toronto. By an order-in-council, dated November 6th, 1889, the management of the School was entrusted to a Council composed of the Principal as chairman and the professors, lecturers and demonstrators appointed on the teaching staff of the School. The first Council under the new order was composed as follows: J. Galbraith, Principal and Chairman of the Council, and Professor of Engineering; W. H. Ellis, Professor of Applied Chemistry; L. B. Stewart, Lecturer on Surveying (Secretary); C. H. C. Wright, Lecturer in Architecture; T. R.

Rosebrugh, Demonstrator in Engineering Laboratory. To these were shortly added A. P. Coleman, Professor of Geology; and G. R. Mickle, Lecturer in Mining.

This staff has since been largely increased. The Biological Building and the University Chemical Laboratory had by this time been erected. Large additions were now made to the School buildings and an engineering laboratory was fitted up with apparatus for testing the strength of materials, an experimental engine and boiler, hydraulic apparatus, electrical machinery, measuring apparatus and a cement laboratory, a stamp mill crushing and amalgamation plant, apparatus for cyanide and chlorination processes.

Hitherto the course of instruction had been for three years, terminating with a diploma. A fourth year was now added, and in 1892 the Senate of the University passed a statute establishing the degree of Bachelor of Applied Science, open to students of the School of Practical Science, who successfully complete the four years' course. In 1900, a further statute of the Senate formally adopted the School of Practical Science as the faculty of Applied Science of the University of Toronto, a position which the School had, to all intents and purposes, occupied since its foundation.

The increasing number of students had for some time past rendered the building entirely inadequate, and a very extensive new building has just been completed for the accommodation of the departments of Mining Engineering and Applied Chemistry, together with the University department of Mineralogy and Geology. The new building contains well equipped laboratories for the study of Analytical and Technical Chemistry, Electro-chemistry and Metallurgy, Mineralogy and Petrography. A separate building has been provided for the reception of machinery for the treatment of ores, including crushing and pulverizing machinery, stamp mill, concentrating machines of various kinds, cyanide vats and similar apparatus. The occupation of this new building has set free a large amount of space in the old building, and thus allows of the proper expansion of the departments of Civil and Mechanical and Electrical Engineering, and Architecture.

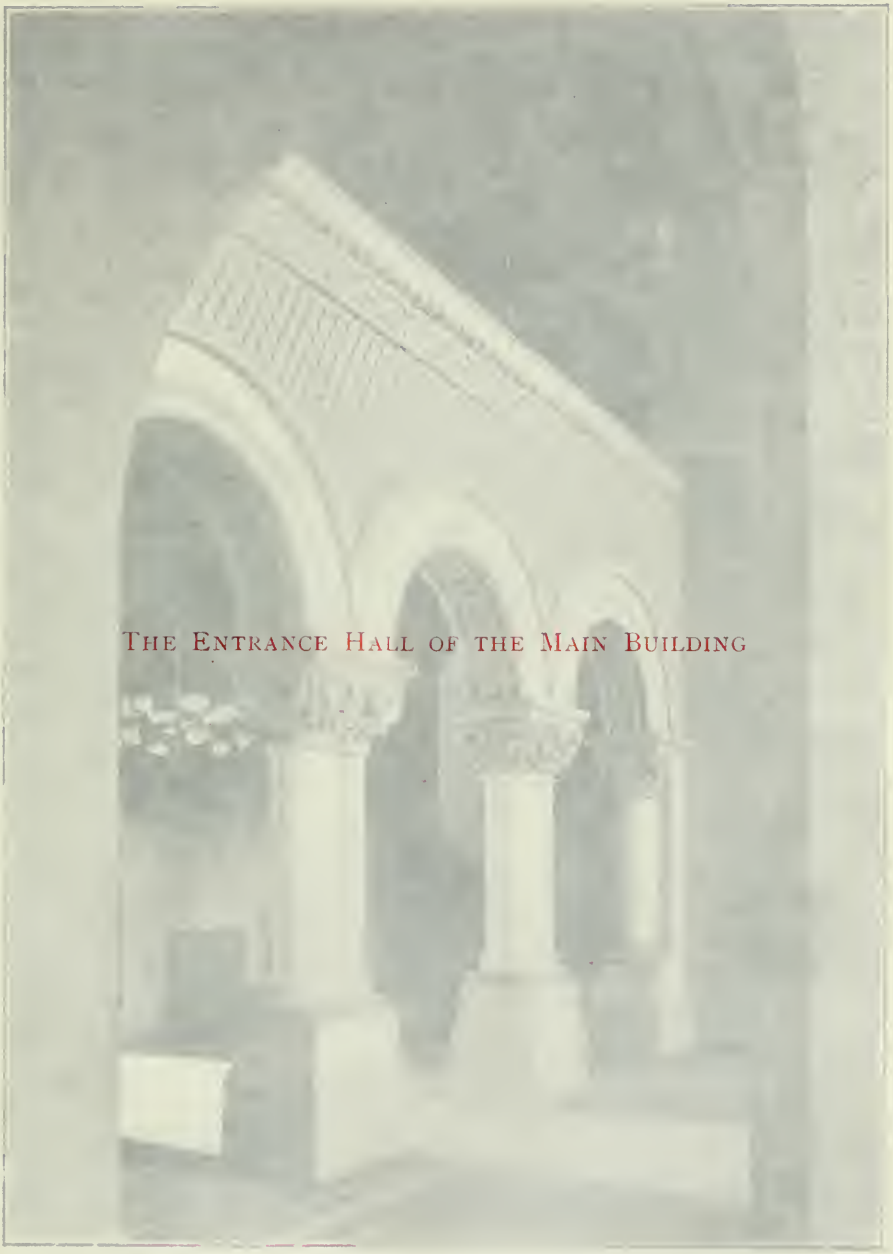
There were in attendance during the session 1904-5, in the First Year, one hundred and forty-seven regular students, besides sixty-three others taking the full course; in the Second Year, one hundred and forty-four regular students; in the Third Year, seventy-six regular students; in the Fourth Year, forty-seven regular and five occasional students. The whole number of graduates at the close of the session 1904-5 was four hundred and fifty-one.

CHAPTER XII

THE THEOLOGICAL COLLEGES

In the rise and development of universities the formative force was Christianity, and the study of theology was the chief stimulating influence. The germ of university development is to be found in the cathedral and monastic schools of the Middle Ages. The studies in these schools included all the branches of knowledge embraced under the ancient trivium and quadrivium of the Romano-Hellenic schools; but, in them all, the main object, distinctly kept in view, was theological. Unfortunately the mediæval study of theology was cast in a very narrow mould, and it was too frequently placed in a position of antagonism, or, at least, of dictatorial dogmatism, towards the humanities, to its own grievous loss, as well as to the great injury of liberal education.

The quickening of thought and the awakening desire for investigation, which marked the twelfth century, led to the demand of the laity for education, and, in consequence, for the enlargement of the subjects of study. Hence came the specialization of the leading studies, and the creation of distinct faculties of Arts, Law, Medicine and Theology. Still, even in the Arts faculty, theology, in alliance with metaphysics, retained a dominant place. The highest study in the universities of Paris, Oxford and Cambridge was theology; but theology comprehended philosophy, and frequently, as Laurie says, "touched the whole range of knowledge"; and when, after severe struggles, Arts and Theology were finally separated in the great universities, "none the less did theology continue to be regarded as Queen of the Sciences." Throughout the subsequent development of the European universities, theology still held the primary place in the curriculum of studies. The faculty of Theology was deemed as necessary to the completeness of the university as the sister faculties of Arts, Medicine and Law. Nor is there any instance of a university without a theological faculty, except in some cases in the United States and Canada, and a few recent foundations in Britain, such as those of London, Liverpool and Birmingham. The University of London, after which the University of Toronto was originally modelled,



THE ENTRANCE HALL OF THE MAIN BUILDING

CHAPTER XII

THE THEOLOGICAL COLLEGES

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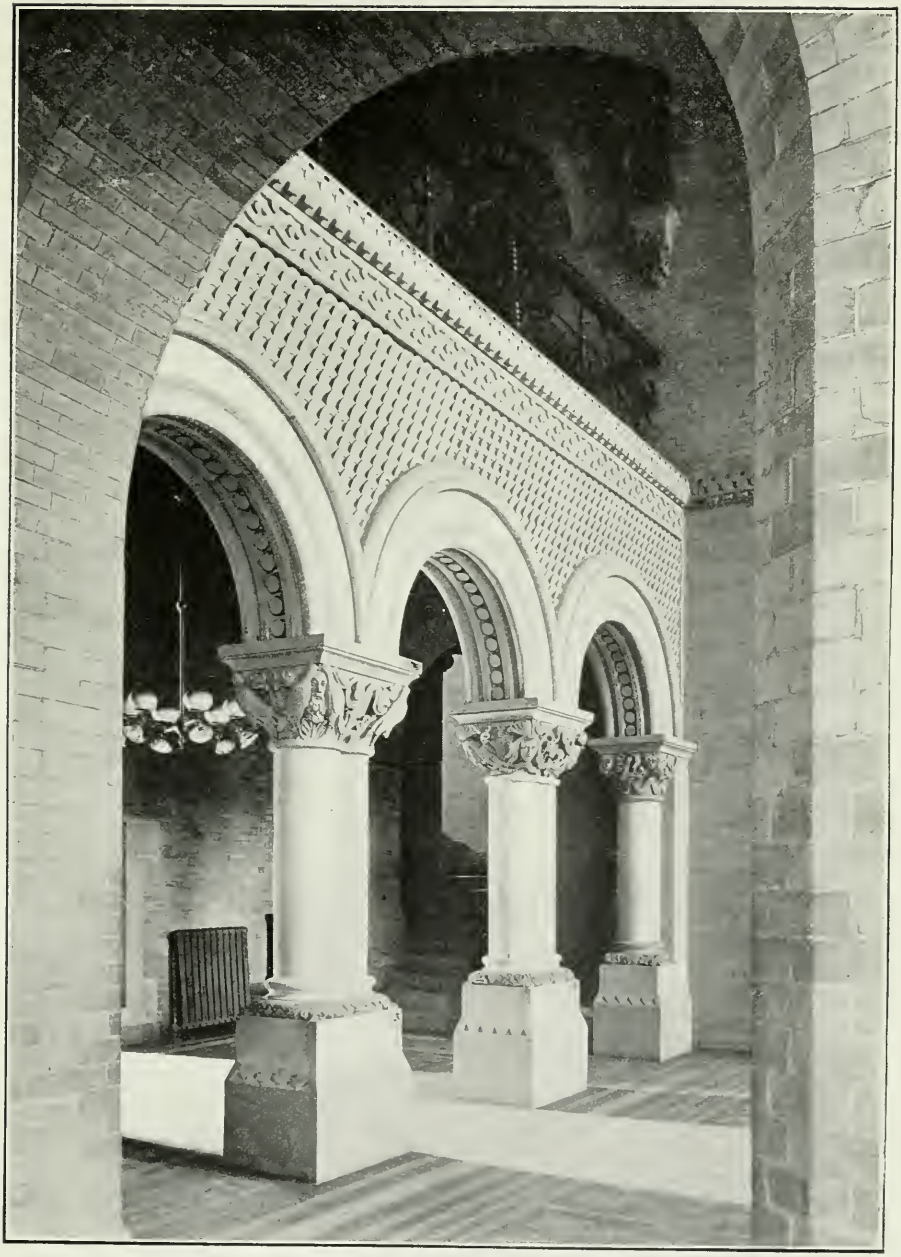

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examines in the original texts of the Old and New Testaments, and in Evidences of the Christian Religion and Scripture History.

Let us now turn to the history of the University of Toronto. In the earliest agitation for the establishment of a university in Upper Canada, while the advantages of suitable provision for a general liberal education were by no means lost sight of, the greatest stress was laid upon the necessity of an adequate equipment for the training of men in the three great professions upon whose character and efficiency the well-being and progress of the community are so largely dependent—Medicine, Law, and Divinity. In the churches especially, in some perhaps much more than in others, the necessity of an adequate provision for the training of the ministry was strongly felt. The earliest official act, expressive of this conviction, of which I have been able to find any record, was a petition presented by Dr. Strachan, on February 26th, 1818, to the House of Assembly, praying for a grant in aid of theological education. Repeatedly, on subsequent occasions, Bishop Strachan presented the education of the clergy as one of the chief objects to be attained by the establishment of a university. "It is essential," he urged in his memorial to Sir Peregrine Maitland, March, 1826, "that the young men coming forward to the Church, should be educated entirely within the Province." This point he reiterated in subsequent appeals both in Canada and in England. "The Presbytery of the Canadas," in an address presented to Lieutenant-Governor Maitland, January 19th, 1819, express their hope of the founding of a college in which "our youth in the bosom of the Province [may] be qualified for all the offices of civil and ecclesiastical life."

The King's College charter of 1827 gave power to confer degrees in Divinity, as in the other faculties; but no provision was made for a distinct faculty of theology. The teaching of theology was included in the work of the faculty of Arts. The subjects of philosophy and theology, under very restricted conceptions, were assigned to a single chair, that of "Moral Philosophy and Divinity," which was exclusively devoted to the teaching of Anglican theology. Such was the position of this subject throughout the existence of King's College.

Various tentative efforts were made to broaden the basis of King's College, and to remove from it those exclusive features which made it obnoxious to a large section of the people of Upper Canada, and prevented it from attaining to the position of a comprehensive national university. At first there was no thought of removing from it the teaching of theology; nor was

it desired to deprive the Church of England of its facilities in this matter. The endeavour was rather to give to other churches the same privileges and facilities, in connection with the one university of Upper Canada, for the training of their students for the ministry. Two different plans were successively suggested for securing this great end. The first was the establishment by the different churches, with or without the assistance of the state, of theological chairs, within the University itself and standing in the same relations to it as the chairs in the faculty of Arts. The second was the establishment, in connection with the different churches, of theological schools affiliated with the University. The first plan, as might have been expected, never took any practical form; the second, after long delay, has at last been realized in the university as now constituted.

The first of these plans was originally mooted in 1828, when a committee of the British House of Commons, in their report on the charter of King's College, recommended the establishment of two professorships of theology, one in connection with the Church of England, and the other in connection with the Church of Scotland, as the two churches, the one Episcopal, the other Presbyterian, which then had connection with the state. I cannot discover that any action was at that time taken by either of these churches in regard to this proposal. But there is no doubt, as subsequent developments showed, that the promoters of King's College were opposed to it.

In 1829, in resolutions on the subject of King's College, adopted by the House of Assembly, it was declared "that it is inexpedient that the degree of Doctor of Divinity should be confined to those who subscribe to the Thirty-nine Articles of the said established and united Church of England and Ireland, but that it should be obtainable by all graduates, who, professing the Christian faith, shall, after due and impartial examination in the public schools of the said University, evince the classical, biblical and other learning and qualifications, proper to be acquired by candidates for such an honour." It was also declared in the same resolutions "that it would be expedient if the teaching of Doctrinal Divinity were confined to the examination of the students, by questions put by the professor out of the Bible, in the same manner as the classics in the University of Cambridge are examined upon and taught any science out of standard authors [*sic*], leaving discretionary latitude to the professors, only in lecturing on Biblical Criticism, Natural Theology, Evidences of Christianity, Sacred History, and whatever collateral branches of learning may be appointed for candi-

THE UNIVERSITY OF CALIFORNIA

dates for holy orders; by which means would be obviated the principal difficulties apprehended from the same professors being the instructors of students professing the faith of different denominations of Christians."

In 1830 an act, unanimously passed by the House of Assembly, but rejected by the Legislative Council, enacted "that it should be and may be lawful for any denomination of Christians in this Province, to maintain at the said College, a Lecturer on Divinity (upon making suitable provision, to the satisfaction of such Lecturer) for the benefit of students professing the faith of such denomination of Christians, which Lecturer so appointed and provided for shall have liberty to lecture in the said Univerversity, upon Divinity, in the same manner and under the same regulations and restrictions as shall be provided for the guidance of Professors and Lecturers generally in the said University, by any rules and ordinances made in that behalf."

The suggestion as to the establishment, by different churches, of divinity chairs in King's College was taken up by the United Presbytery of Upper Canada in 1831. This body made application to the Lieutenant-Governor, Sir John Colborne, to procure for it the privilege of nominating a professor of Divinity in King's College, who should have a seat in the College Council, and should in every respect be on an equal footing with the other professors of the College. This was reaffirmed by the Synod of 1835, but without result.

The Church of Scotland in Upper Canada made strong representations on this subject to the Imperial Government. It was urged that the establishment, in King's College, of a professorship of Theology for the Presbyterian Church would conduce to the prosperity of the Church of England as well as to the peace and harmony of the Province. Thus the Presbyterian Church in two of the branches, in which it at that time existed in Upper Canada, signified its desire to avail itself of this plan. For many years previous to the founding of Queen's University, the expectation was generally entertained by Presbyterians that some such provision would be made by the Government for their students in theology.

In 1837, a select committee of the Legislative Council approved of the proposal of the committee of the British House of Commons that a theological professor of the Church of Scotland should be placed upon the foundation of King's College, and as in their opinion "the College Council has full power to do this without special enactment," they "deemed it sufficient to recommend that it be done, so soon after the College is put in operation as may be convenient." How far there was any

serious intention of carrying out this recommendation was questioned by many, as would appear from the letter of Hon. William Morris to Bishop Strachan, January, 1838.

In July, 1839, Sir George Arthur, the Lieutenant-Governor, laid before the Council of King's College the correspondence between the Secretary of State for the Colonies and Sir Francis Bond Head, which originated in the application of the Hon. William Morris, as agent of the Church of Scotland, that the royal assent to "the Act amending the Charter of King's College" be withheld until a professorship of Divinity should be appointed for the students of that church. But the Council took no action, although the establishment of such a chair had the approval of the Imperial Government. It was with reference to this that in "the Act to establish a college by the name and style of the University of Kingston," provision was made for the paying over from the funds of King's College to the Kingston College (afterwards Queen's University) a yearly sum for the sustaining of a theological professorship, and in satisfaction of all claims of the Church of Scotland for the institution of a professorship of Divinity in King's College.

No church, except the Presbyterian, seems to have taken up this plan of establishing divinity chairs in King's College. Even had the authorities of King's College accepted it, it is doubtful whether it would have been found practicable. This was the opinion of a commission on education appointed by the House of Assembly in 1839. It was "their conviction that it would be wholly subversive of the order of an University, to have within it, chairs for the Professors of different Denominations of Religion." They, therefore recommended that "Theological Seminaries should be established, one for each Denomination that might appear to require such an establishment for the education of their Clergy."

This second plan had some years previously been the subject of discussion in the Presbyterian Synods. As early as 1831, the United Presbytery of Upper Canada issued an appeal for aid to establish a literary and theological seminary at Hillier, in Prince Edward County; and in the following year the scheme was taken up and approved by the United Synod of Upper Canada. In the same year the Presbyterian Synod in connection with the Church of Scotland, came to a similar resolution; but instead of an appeal to the people, it adopted an overture to the Government asking for funds in order to found an institution, or to endow professorships in connection with the Synod.

The Baldwin University Act of 1843 provided for the

establishment of denominational theological colleges in connection with the University. Such colleges founded by private beneficence were "to be incorporated with and form part of the said University, and become one of the colleges thereof, with all the privileges attached to such colleges in general." The only proviso set forth in order to secure the efficiency of such a college, was that its endowment should appear to the satisfaction of the Governor-in-Council, to be so invested as to insure "an annual income in money, equivalent to the then current value of one thousand bushels of wheat, or upwards"—a very modest provision, even if the wheat stood at famine prices. The divinity degrees were, according to the act, to be conferred like other degrees, by the University itself, upon the certificate of the college as to the fitness of the recipient; the only condition attached being that the candidates must be already in possession of a degree in Arts from the University. Substantially the same provisions were made in the Draper University of Upper Canada Act of 1845.

By the Baldwin Act of 1849, which changed King's College into the University of Toronto, the faculty of Divinity was abolished, as also the right to confer degrees in Divinity. By the Act of 1853, denominational colleges were made capable of affiliation. Finally by the Federation Act of 1887, the theological colleges of Knox and Wycliffe, as well as Victoria University and St. Michael's College, were federated with the University of Toronto. By this act the theological colleges are given, by representation in the University Senate and University Council, a due share in the administration and government of the University. Certain theological subjects are by a system of options made part of the curriculum in Arts. The power of conferring degrees in Divinity is given to each federated theological college, subject to the consent of the governing body of the church with which it is connected.

Here the arrangement fails to follow one distinctive provision in the constitution of the University of London, upon which the act of 1853 was based. The University of London, as already noticed, has a faculty of Divinity, consisting of representatives of the affiliated theological colleges and a board of theological studies, similarly constituted. The examiners in theology are appointed by the senate on the recommendation of the board of theological studies. Degrees in Divinity are conferred by the university itself, in the same way as degrees in the other faculties. This seems to be more in keeping with the character and significance of degrees in theology, which are academic and not ecclesiastical distinctions.

The plan followed in the University, as now constituted, seems to furnish the best practical solution of a very perplexing problem. By means of it, the requirements of the various churches in the matter of theological education and the general educational system of the country can be unified and the whole brought into satisfactory relations to one great national university. It is noteworthy how clearly this solution of the university problem was brought out in a criticism of the Baldwin University Bill of 1845, written by the Rev. Peter Colin Campbell, at that time the able professor of Latin and Greek in Queen's University, and afterwards Principal of the University of Aberdeen. In this critique, he enunciates what ought to be the "leading principle" in the solution—"that while Theology shall form no part of education in the University as such, colleges, principally theological and denominational, shall be placed beside the University and incorporated with it, in which students of each denomination, while receiving in common the general Literary and Scientific instruction provided by public endowment, shall reside, enjoying simultaneously with the benefits of the University the advantage of religious superintendence, and in which, after their preliminary studies in the public classes and obtaining the degree of B.A.—those who are intended for the clerical profession in each denomination shall proceed under professors in the foundation of the various colleges, with their strictly theological studies." Professor Campbell sets forth the great advantage of such an arrangement with vigour and clearness. It is only after the lapse of half a century that we are able, at least in good measure, to realize his splendid ideal.

There are now four theological schools in connection with the University, namely, the theological faculties of Victoria University and of Trinity University, Knox and Wycliffe Colleges. A short account of these schools is necessary to complete the subject of this chapter. Here may also be conveniently included St. Michael's College, which among the federated colleges represents the Roman Catholic Church, and has a unique relation to the University.

St. Michael's College.

St. Michael's College was established in 1852, by the Basilian Fathers from Annonay, France, at the request and under the patronage of the Most Rev. Dr. de Charbonnel, then Bishop of Toronto. The institution was opened in one of the houses on Queen Street opposite the present Metropolitan Methodist Church; but it was moved to a wing of St. Michael's Palace,

which had been especially built for the purpose, and which was afterwards known as St. Vincent's Chapel. It numbers among its earliest students Archbishop O'Connor, of Toronto, and Bishops Richard A. O'Connor, of Peterborough, and T. J. Dowling, of Hamilton. These and others, like Vicar-General Heenan and Father Ferguson, are amongst the honoured names of those who sat on the early forms of the College. In September, 1855, the corner-stone of the present building of St. Michael's College, on St. Joseph Street, was laid; and the work of teaching began there the following September. Since that time the following additions have been made to the building, which then terminated at the second door to the east: in 1865 the main building was extended to the eastern wing; the latter was added in 1872; in 1877, the Sanctuary of St. Basil's Church was built, and in 1886 the church was extended in front and the tower erected. Though the College was now a building of considerable size, the large and increasing number of students made it necessary to extend the eastern wing; this extension was made in 1901.

The first Superior was Father Soulerin, who managed the College with zeal and prudence until May, 1865, when he was elected Superior-General of the Community of St. Basil. His successor was Father Charles Vincent, who was Superior for twenty-one years, from 1865 to 1886, and who still lingers in the hearts of all who knew him. A man of great simplicity, of quick practical judgment and deep insight into character, who, coming to this country while young, was well fitted to take charge of an educational institution. Under him the growth of the College advanced steadily, the number of students increased and the building was enlarged. In 1881, the College was affiliated, by statute of the University Senate, to the University of Toronto, so as to have a relationship similar to that existing between several Catholic institutions in England and Ireland, and the London University. In 1886, Father Vincent, feeling that his strength was giving way, asked to be relieved of the Superiorship of the College. His request was granted, but he still retained the Provincialship of the Community. His successor in the Superiorship of the College was the Rev. Daniel Cushing, then Director of Studies in Assumption College, Sandwich, who resigned three years later, and was replaced by the Rev. J. R. Teefy, M.A., a distinguished alumnus of the University of Toronto. On account of ill-health, Father Teefy resigned in 1904, and Father Cushing resumed the office which he had previously held.

It would be impossible to enumerate the many ecclesiastical

and other professional men of the country and of the neighbouring republic who have passed through St. Michael's College. Besides the Archbishop of Toronto and the Bishops of Hamilton and Peterborough already mentioned, there are Bishops McEvay, of London; Scollard, of Sault Ste. Marie; Burke, of Albany, and Hartley, of Columbus; two Vicars-General of Toronto; Mgr. Heenan, Vicar-General of Hamilton; two Deans of Toronto; Archdeacon Campbell; the late Father Rudkins, Chancellor of the Diocese of Peterborough; the late Father Quinlivan, of St. Patrick's, Montreal; Father Conroy, Chancellor of the Ogdensburg Diocese, and many others.

St. Michael's is a federated college, according to the Acts of 1887 and 1901, and sends three representatives to the Senate. But the College is not like the other federated colleges, Knox and Wycliffe, merely theological. Its object is to impart a thorough Catholic training, moral and intellectual, so as to fit young men for any position in life which they may wish to occupy. The course of studies comprises, besides an elementary department, three others, viz., Commercial, Classical, and Philosophical. In the latter, lectures are delivered in subjects of Philosophy, as prescribed by the curriculum of the University of Toronto. Special lectures are also delivered upon the History required by the curriculum of the University. The following compose the faculty as at present constituted: Rev. Daniel Cushing, C.S.B., President and Professor of Greek; Rev. A. P. DuMouchel, C.S.B., Vice-President and Professor of Moral Theology and Religious Knowledge; Rev. Dr. Vaschalde, C.S.B., Professor of Philosophy and Ethics; Rev. F. R. Frachon, C.S.B., Professor of Dogmatic Theology and Scripture; Rev. T. Roach, C.S.B., Bursar and Professor of Mathematics; Rev. E. Martin, C.S.B., Professor of Science; Rev. T. F. Gignac, C.S.B., Professor of Latin; Rev. J. C. Plomer, C.S.B., Professor of Literature and History; Rev. F. Walsh, C.S.B., Professor of French; Rev. E. F. Murray, C.S.B., Professor of Music.

Wycliffe College.

Wycliffe College owes its origin to the voluntary and spontaneous action of a body of influential laymen and clergymen of the Anglican Church in Canada. There had been marked differences of opinion among Anglicans in regard to educational matters, as manifested in the history of King's College and in the policy of Robert Baldwin, the author of the Baldwin University Act of 1849 and that of 1853, by which King's College was transformed into the Uni-

versity of Toronto. But a more recent and powerful cause of cleavage was a marked divergence of opinion on theological questions. The outcome was the formation, in 1873, of "The Church Association." Among the two hundred and thirty-five names of prominent Anglican Churchmen attached to the organizing document, the following are worthy of mention, because of their connection with educational matters and with the Univerity of Toronto:—The Hon. Chief Justice Draper, C.B., the first President of the Association; Sir C. S. Gzowski, K.C.M.G., who became second President; Daniel Wilson, then a professor, afterwards President of the University of Toronto; Hon. James Patton, Q.C., ex-Vice-Chancellor of the University; and the Hon. S. H. Blake. Among the names outside the Diocese of Toronto were those of Dean Bond, now Archbishop of Montreal, and Canon Baldwin, now Bishop of Huron. It was by this body of Anglican Churchmen that Wycliffe College was established in 1877, under the name of the Protestant Episcopal Divinity School; the name of Wycliffe College was given to it several years later.

It must be borne in mind that at that time the Anglican Church in Canada had no corporate connection with the work of theological education, and no control over the theological colleges and Church universities. Even the Provincial Synod had not dealt with the matter. So late as 1863, a committee of that Synod declined to recommend any action therein. All Anglican educational work, including the training of theological students, was carried on in the Church in Canada, as it ever had been in England, by the voluntary action of her members, as distinguished from the corporate action of the Church.

In October, 1877, the work of theological instruction was begun, in a very unassuming way, in the class-rooms of St. James' Cathedral Schoolhouse, under the present Principal,* with the co-operation of several of the city clergy.

In 1879, the College was incorporated and given self-governing powers under a board of trustees, which perpetuates itself and annually elects a council for the management of the institution. The Bishops of Toronto, Huron, Montreal, and Rupert's Land accepted the office of visitors. In 1882, a small building was erected on the southern portion of the university grounds near College Street; in 1885, large additions were made to it. The foundations of the present building were laid in the spring of 1890; and in the autumn of 1891 the work of the College was transferred to its new and commodious quarters. These contain residences for the principal, a professor and fifty

* This was written in 1904.

students, class-rooms, a library, chapel, housekeeper's quarters, etc. In 1902, there were added a fine Convocation Hall and new Library; the old Library was then taken for a missionary museum and reading-room. The whole has been completed at a cost of $85,000. The endowment of the College is over $100,000. The annual maintenance of College requires about twelve thousand dollars, one-third of which is furnished by endowment and the remainder by the voluntary gifts of its friends throughout the Dominion.

The first relations of Wycliffe to the University were those which arose from local proximity and ready access to class-rooms and appliances. In 1885, the College was affiliated to the University; and in 1890, federated to the University by Act of the Legislative Assembly. Through representation in the Senate and the University Council, it secures a due share in the administration of the University. The greater part of the students take their Arts course in the University and University College; some come from other universities. A special provision is made, by which men of mature age and proved practical aptitude, who, on account of want of previous training are unable to take the whole Arts course, may, by permission of the College Council, take a special course: Latin and Greek in Wycliffe College; English Literature, History, Psychology, Biology, etc., in the University.

The theological course of Wycliffe College extends over three years. It covers the whole curriculum as required in the most efficient theological schools, including the Literature, History, Exegesis and Theology of the Old and New Testaments, Dogmatic or Systematic Theology, Apologetics, Comparative Religion, Church History, Liturgics, Patristics, Practical Theology, including Homiletics, the practical use of the English Bible, Pastoral Theology, Pedagogy as applied to Sunday School work, and Elocution.

Degrees in Divinity are conferred in accordance with a scheme adopted in 1889 by the Provincial Synod of the Anglican Church, and made operative by Acts of the Legislatures of the Provinces of Ontario, Quebec and Nova Scotia. A board of examiners is constituted by the representatives of the six institutions devoted, in whole or in part, to theological teaching in connection with the Anglican Church in Eastern Canada, viz., King's College, Bishop's College, the Montreal Diocesan, Trinity, Huron, and Wycliffe. No examination for Divinity degrees can be conducted except by this Board, but each college confers the degrees upon those who have fulfilled the requirements.

Wycliffe College has on its roll at present (1904) fifty

students. It has sent out one hundred and fifty graduates, most of whom are laboring in Canada; four have died, thirteen have gone forth as foreign missionaries. The first foreign missionary ever sent forth by the Church of England in Canada went from Wycliffe College.

The Faculty is at present (1904) constituted as follows: Rev. James Paterson Sheraton, B.A., D.D., LL.D., Principal, Professor of Dogmatic Theology and of the Literature and Exegesis of the New Testament; Rev. H. J. Cody, M.A., D.D., Professor of the Literature and History of the Old Testament and of Church History; Rev. W. E. Taylor, M.A., Ph.D., Professor of Apologetics and Lecturer in Old Testament History and Literature; Rev. T. R. O'Meara, Professor of Practical Theology; H. R. Trumpour, Esq., M.A., Tutor in Greek and Latin (Classical and Patristic). Special courses of lecturers are from time to time given by Honorary Lecturers.

Knox College.

Knox College was founded by the (Free) Presbyterian Church of Canada in 1844, the year after the disruption of the Church of Scotland; but the name Knox College was not given it until 1846. The work began on the 8th of November, 1844, under the guidance of Professors King and Esson. The Rev. Dr. Robert Burns took a distinguished part in the founding of the College. The first principal was the Rev. Michael Willis, D.D., an accomplished scholar and learned theologian, who occupied the chair of Systematic Theology from 1847 to 1870. In 1861, the (Free) Presbyterian Church of Canada and the United Presbyterian Church became one church. The theological school of the latter was in consequence amalgamated with Knox College.

After several changes of location, the College purchased Elmsley Villa on Grosvenor Street, which, while he lived in Toronto, had been the residence of Lord Elgin, Governor-General of Canada. This building, to which large additions were made, was occupied by the College for twenty years. In 1875, the present commodious buildings were erected on Spadina Crescent at the cost of $120,000. They included a Convocation Hall, a Library, a remarkable Missionary Museum, good classrooms and residence accommodation for seventy-five students. A fine building is now about to be erected, in order to secure necessary accommodation for the library; and is to bear the name of the present (1904) revered principal, Dr. Caven.

Knox College was incorporated in 1858. By the Act of In-

corporation ministers and members of the Presbyterian Church are erected into a body corporate under the name of Knox College with perpetual succession, and with power to acquire, hold and dispose of property for the promotion of theological learning and education of youth for the holy ministry, under the authority of the church, and in accordance with its principles and standards. It is provided that there should be a board of management, who should have full control in the matters of finance and property and "take general cognizance of everything pertaining to the interests of the College." A senate was also appointed, "with authority in matters of academical superintendence and discipline."

In 1880, by an amendment of the Act of Incorporation, the College received the power of conferring degrees in Theology: the degree of B.D. on examination, and the degree of D.D. either on examination or *causa honoris*. Knox College was the first purely theological college on this continent to receive this power. The precedent has since been followed in the case of several theological colleges in Canada and elsewhere. While the B.A. degree is not necessary in order to proceeding to the B.D., due care has been taken that none but persons possessing good literary attainments become candidates for this degree.

At the outset and for some years, there existed an Arts department in Knox College. This preparatory literary course extended over three years, and at first embraced Classics, Mathematics, Logic, Mental and Moral Philosophy, English Composition and Literature, History, Physical Science, and Hebrew. Afterwards the course was limited to the English, Classics and Mathematics of the First Year of the university curriculum; and the students in this literary course received instruction in Philosophy and Science in the University of Toronto. In 1898, the preparatory course was abolished, and there was substituted, for those not proceeding to a degree, a special literary course of three years, taken wholly in the University. The majority of students take the complete Arts course in the University of Toronto.

It is worthy of mention here that in order to provide the preparatory school training both for theological students and the sons of Presbyterians generally, the Synod in 1846 resolved to establish an academy, or high school. The academy was intended as a feeder to Knox College, but was open to students of all classes. The first principal was the Rev. Alex. Gale, M.A., who was at the same time made professor of Classical Literature in Knox College. After a few years, the opening

of King's College to all denominations, and the establishment of Grammar Schools throughout the Province, rendered the continued existence of the Toronto Academy unnecessary.

The relations of Knox College to the University of Toronto were at first simply those which arose from local proximity, and from such use of its classes as from time to time was arranged. In 1852, a representative of the College was admitted into the Senate of the University, and from that time forward more intimate relations have existed between the College and the University. In 1885 the College was affiliated with the University, and it was federated with it upon the proclamation of the Federation Act in 1890. By the Federation Act, the College obtained a larger representation on the Senate of the University, and it was constituted an integral portion of the University of Toronto. Knox College has, throughout the whole fifty years of the existence of University, stood in the most friendly relations to it.

The course of theological study extends over three years, and embraces all the various branches of theological science ordinarily included in the curriculum of every efficient school of theology. The following at the present date (1904) constitute the faculty. The Rev. William Caven, D.D., LL.D., who was appointed to the chair of Exegetics and Biblical Criticism in 1866, became principal in 1873. In 1896, a separate chair was constituted for the Old Testament, and Dr. Caven's chair was devoted to the Literature and Exegesis of the New Testament. The Rev. William McLaren, D.D., was appointed Professor of Systematic Theology in 1873. The other more recently appointed members of the staff are the Rev. James Ballantyne, B.A., Professor of Church History; the Rev. John E. McFadyen, M.A., B.D., Professor of Old Testament Literature and Exegesis; the Rev. J. B. Robertson, M.A., D.Sc., Professor of Apologetics.

The library of Knox College contains about thirteen thousand volumes, in addition to pamphlets. The Missionary Museum contains a fine collection of characteristic articles from India, China, Japan, Corea and Africa.

The College has now seven hundred and fifty graduates; fifteen are in the foreign field; about fifty in the United States; a few in Great Britain, and the great majority in Canada. There were seventy-seven students in attendance during the session 1902-3. The endowments amount to over $300,000, and the annual revenue, partly from endowment and partly from the contributions of the Presbyterian Church, is about $20,000.

The Theological Faculty of Victoria College.

Victoria University in its inception had no relation to theological education. This is emphasized by Dr. Egerton Ryerson in his letter to Sir George Grey (February 12th, 1836), in which, referring to the Upper Canada Academy (the original name of Victoria University), he says, "it is not to be a Theological but a Literary Institution." While, however, from the beginning of its history in 1836 until the present time, the dominant interest of Victoria College has been in Arts rather than in Theology, yet its aim has ever been to promote higher learning under religious influences and in religious atmosphere. Accordingly religious subjects, such as Christian Evidences, Biblical History, and the Greek New Testament, formed part of the curriculum for all students. Many candidates for the Christian ministry received their Arts training in Victoria, while their training in theology was obtained elsewhere.

In 1871 the Faculty of Theology was established through the liberality of Edward and Lydia Jackson, of Hamilton. The present Chancellor, Dr. Nathanael Burwash, was appointed Dean of the Faculty. He mapped out a broad and liberal course of study leading to the B.D. degree, and received the assistance in Theology of certain Arts' professors, specially of Chancellor Nelles in Apologetics, and of Professor Reynar in Church History. Dr. Burwash himself taught both Greek and Hebrew Exegesis.

From the first the tone of the theological work of Victoria has been decidedly biblical. The historical method rather than the dogmatic has prevailed. A warmly evangelical spirit has gone hand-in-hand with the modern or scientific temper; and Victoria men have thus been well prepared to adapt themselves to all reasonable changes in the formulation and presentation of the Christian faith. Many men throughout the Dominion look back with gratitude to the great work done for them by Professor Burwash.

When Dr. Burwash became Chancellor, and Victoria entered into federation, the opportunity was seized to extend the work and increase the staff in Theology. Chancellor Burwash still lectures on Systematic Theology, the History of Doctrine, and Symbolics. Dr. F. H. Wallace is Dean of the Faculty and professor of New Testament Literature, Exegesis and Theology. Dr. Reynar lectures on Church History. Dr. Badgley has charge of the department of Apologetics and Christian Ethics. Dr. John Burwash has the subjects of Church Polity, Homiletics, English Bible, and Elocution. Professor McLaughlin

lectures in Old Testament Literature, Exegesis and Theology. On Patristics and Comparative Religion, examinations are given without lectures.

Including Arts students taking Theological Options in their Arts Course, the number of students registered in Theology in Victoria College 1902-03 was 139.

The Theological Department of Trinity College.

The Theological Department of Trinity College embraces three distinct spheres of work. First in order, and widest in its scope, is the religious instruction given regularly in each Year of the Arts Course, and forming a necessary part of the curriculum for every student proceeding to the B.A. degree. Secondly, there is what is generally known as the Divinity Class, whose work corresponds to that of theological colleges. Thirdly, there are the courses of advanced theological study, leading to the degrees of B.D. and D.D.

In the Divinity Class, students who have been accepted as candidates for the ministry of the Church of England, find a thorough and liberal professional training and education. Recognizing that the training of such men ought not to separate them more than necessary from their fellows, Trinity College has always been careful to bring her students in Arts and those in Divinity into the closest relationship with one another. It is hoped that by the influences which they are thus enabled to bring to bear upon each other, both classes of students are benefited.

Although established primarily to give a liberal education on a Christian basis to men intending to pursue any of the various callings and occupations of life, Trinity College has always regarded the preparation of men for the ministry of the Church of England as an important part of its work. The theology taught within its walls is not that of any special school of thought, but of the authorized formularies of the Church. Being representative of the whole Church of England in Ontario —all of the Bishops having seats, *ex officio,* on the governing body—Trinity College guarantees to those who come there for their training in theology that they shall be taught doctrine in perfect harmony with the Book of Common Prayer and the Holy Scriptures.

The teaching staff in the faculty of Divinity numbers two resident professors, three resident lecturers, and three honorary lecturers; the work being further strengthened from time to time by the valued co-operation of visiting clergymen.

At least one such visitor comes to the College nearly every week, and the instruction given by these gentlemen, coming fresh from their contact with the realities of practical work, is recognized by the students as possessing the highest value, and is appreciated by them accordingly. Besides this, the faculty of Divinity enjoys the services of a strong staff of examiners, including leading professors and doctors of divinity in different universities and colleges in Canada and elsewhere. The following at present (1904) constitute the regular staff: Liturgics and Church History, Rev. Arthur W. Jenks, M.A., B.D.; Dogmatic Theology and Biblical Literature, Rev. H. F. Duckworth, M.A.; Pastoral Theology, Rev. T. C. Street Macklem, M.A., D.D., LL.D., and Rev. Canon Sweeny, M.A., D.D.; Homiletics and Apologetics, Rev. Arthur W. Jenks, M.A., B.D.; Hebrew, Rev. C. A. Macrae, M.A.

The beautiful College Chapel, with its daily services and frequent devotional meetings of different kinds, is of inestimable value in this department of Trinity College, as indeed in all its work. The Divinity students enjoy the further advantage of having a portion of the College set apart for their exclusive use, thanks largely to the generosity of the venerable Society for the Promotion of Christian Knowledge. In all ordinary cases, residence in College forms a necessary part of the preparation of every student for ordination.

CHAPTER XIII

AFFILIATED INSTITUTIONS

The Ontario Agricultural College.—In the year 1869 the Hon. Sir John Carling, then Commissioner of Agriculture for Ontario, reported to the Government in favour of founding a provincial school of Agriculture. After various unsuccessful attempts, the Ontario School of Agriculture and Experimental Farm was established at Guelph, Ontario, in 1874, with a teaching staff of five members and an attendance of twenty-eight students. The Experimental Farm in connection with the institution consists of 550 acres. After various changes in the administration, James Mills M.A., LL.D., was appointed President in 1879, and, at the same time, the name of the school was changed to that of the Ontario Agricultural College and Experimental Farm. The College continued under the presidency of Dr. Mills until 1904; at this date he resigned to become a member of the Railway Commission, and was succeeded by G. C. Creelman, B.S.A., M.S. The primary aim of the College is to train young men as practical farmers, and the two years' course for associate diploma has been arranged with this object. This course is taken by all students. In 1887, a third year was added to the course, and the College was affiliated with the University of Toronto as regards advanced examinations leading to the degree of Bachelor of the Science of Agriculture. The course for the degree of B.S.A. has recently been extended to four years. Various short courses in special subjects are given for the benefit of occasional students who do not purpose proceeding to a diploma or degree.

The College buildings are extensive and well equipped, and consist of special laboratories for Chemistry, Biology (including Botany and Bacteriology) and Physics, a dairy school, an experimental building, a convocation hall and gymnasium, a library building (the gift of the late Chester D. Massey, and erected at a cost of $45,000), and the Macdonald buildings (the gift of Sir W. C. Macdonald, and erected at a cost of $175,000), in addition to the college residence and farm buildings.

The attendance in 1903 was as follows: General Course, 299 (special students, 23); Dairy Courses, 114; Short Courses, 271; Macdonald Institute, 21. Total, 728. The total number of graduates is 117 (in 1903, 15). The present teaching staff numbers twenty-three.

The Ontario Medical College for Women.—This College was established in 1883, and affiliated with the University of Toronto in 1890. The object of its establishment was to provide a school of medicine for women only, in which they should enjoy every facility for acquiring a sound medical education. Instruction is given in all subjects required by the College of Physicians and Surgeons of Ontario for admission to a license to practise, and also in all subjects required by the University of Toronto for examination in the faculty of Medicine. The organization of the College includes a Maternity Department and a Woman's Dispensary. The College building is situated on Sumach Street. The present (1903) number of students is fifty-three, including those taking courses in Domestic Science, and the total number of graduates is eighty-one. The teaching staff consists of thirty-nine members.

The Royal College of Dental Surgeons of Ontario.—Under the above title the dentists of Ontario were incorporated in the year 1868. This corporation continued for some years to conduct examinations and to issue licenses to practise, and in 1875 organized a college for the purpose of imparting systematic and scientific instruction in dentistry. The work of the College was for some years carried on in buildings rented for the purpose. Such temporary accommodation having proved inadequate, a building was erected on College Street, in which the work is now carried on. To this, additions were made in 1898 and 1902. The cost, including equipment, is estimated at upwards of $80,000. The institution was affiliated with the University of Toronto in 1888, under the title of the Royal College of Dental Surgeons, and a curriculum of study was formulated, including four sessions of collegiate instruction and three and one-half years of pupilage under indenture, leading to the degree of Doctor of Dental Surgery. The teaching staff of the College consists of ten professors, one lecturer, three instructors, eight demonstrators, and eight assistant demonstrators. The attendance has increased from eleven in 1875, to 211 in 1903. The number of graduates in 1903 was fifty-seven; and the total number of graduates up to this date is 590.

The Ontario College of Pharmacy.—The Council of the College of Pharmacy, the elective governing body of the

practising pharmacists of the Province of Ontario, established, in 1882, a college for the purpose of giving instruction in the various subjects necessary for license in the profession of pharmacy. The College building, situated in St. James' Square, was erected in 1886. In 1891 the faculty of the College was re-organized, and extensive additions made to the building. In the same year the institution was affiliated to the University of Toronto. A curriculum was prescribed, providing for a course of study extending over four years and leading to the degree of Bachelor of Pharmacy. Only such candidates as have passed the final examination of the College are eligible for the university examinations which lead to the degree of Phm.B. The staff of the College at present (1903) consists of three professors, one lecturer, and two demonstrators. The total number of students is 275; and the total number of graduates in the University of Toronto is 572.

The Toronto Conservatory of Music.—The Toronto Conservatory of Music was incorporated in 1886, and was opened for purposes of instruction in 1887. The object of the institution is to furnish instruction in all branches of the science and art of music, and in such other subjects as are essential to the profession of music. Certificates and diplomas are awarded to such students as complete successfully the various courses of study. The Conservatory was affiliated with the University of Toronto in 1896, and since that date has undertaken the work of preparing candidates for the examinations leading to the degree of Bachelor of Music. Candidates for this degree who have obtained the diploma of the Conservatory, are exempted from the examinations of the first two years of the course in the University. The work of the institution, upon its establishment, was carried on in buildings situated on Yonge Street, but, these having been found inadequate, new buildings were erected in 1896-7 at the corner of College Street and University Avenue, to which various additions have since been made. Dr. Edward Fisher has discharged the duties of director of the Conservatory since 1887. The teaching staff consists of seventy members. The total number of graduates in the University of Toronto up to the present time is two.

The Toronto College of Music.—The Toronto College of Music was founded in 1888 by F. H. Torrington, Mus. Doc. The institution was incorporated, and affiliated with the University of Toronto, in 1890. Full courses of instruction in music and allied subjects are offered in the primary, intermediate, graduate, and post-graduate departments. Diplomas are granted to such students as complete the various courses. In

the higher departments students are prepared for the examinations, prescribed by the curriculum of the University of Toronto, leading to the degree of Bachelor of Music. The course for this degree extends over three years, and the diploma of the College is accepted *pro tanto* for the work of the first and second years. The College buildings are situated in Pembroke Street, and branches have also been established in the west and east of the City respectively. Dr. Torrington has occupied the position of director of the College since its establishment. The teaching staff consists of seventy-five members. The total number of graduates (Mus. Bac.) in the University of Toronto up to the present time is six.

The Ontario Veterinary College.—The Ontario Veterinary College was established in 1862, through the efforts of the late Hon. Adam Ferguson, the late Professor George Buckland and others, and under the direction of Professor Andrew Smith, who is still principal of the institution. The work was carried on for some years in temporary quarters, and a College building was erected on Temperance Street in 1869. This building was enlarged in 1876; and further accommodation was provided by a new building in 1889, at a total cost of $70,000. The courses of study extend over two years, and include the various branches required for a thorough training in veterinary science. The teaching staff consists of eight members. During the present year (1903) 200 students have been in attendance. The College was affiliated in 1897, but up to the present time no examinations have been held by the University of Toronto leading to a diploma or degree. A curriculum is, however, now under consideration by the Senate, and when it is adopted appropriate examinations will be instituted.

Indirect Affiliations.—The following institutions are affiliated with Victoria University, and, under the Federation Act, are thereby in affiliation with the University of Toronto: (1) Albert College, Belleville, Ontario. This College maintains departments of Arts (to the standard of Senior Matriculation), of Music, Drawing, Design and Painting, and a Commercial course. In all these departments students are prepared for the matriculation examinations of the University and the professions, and for the examinations of the Education Department of Ontario. The buildings and equipment are valued at $80,000. The teaching staff numbers thirteen, and 340 students are in attendance. (2) The Ontario Ladies' College, Whitby, Ontario, founded in 1874, offers courses in Arts and Literature, Music, Fine Arts, Commercial subjects and Domestic Science.

The teaching staff numbers nine, and 141 students are in attendance. The buildings and equipment are valued at $115,000. (3) Alma College, St. Thomas, Ontario, was founded in 1881. Courses are offered in Literature, Music, Fine Art, Commercial subjects and Domestic Science. The staff (exclusive of Music and Fine Art) numbers ten, and 158 students are in attendance. The buildings and equipment are valued at $83,000. (4) The Columbian Methodist College, New Westminster, British Columbia, was founded in 1892, and possesses departments of Arts, Theology, Music, Fine Arts, and Commercial Science. The teaching staff numbers six, and eighty students are in attendance. The buildings and equipment are valued at $18,000. Each of the above institutions prepares students for entrance to the University, and also gives diplomas in the various departments to those who have taken the full course.

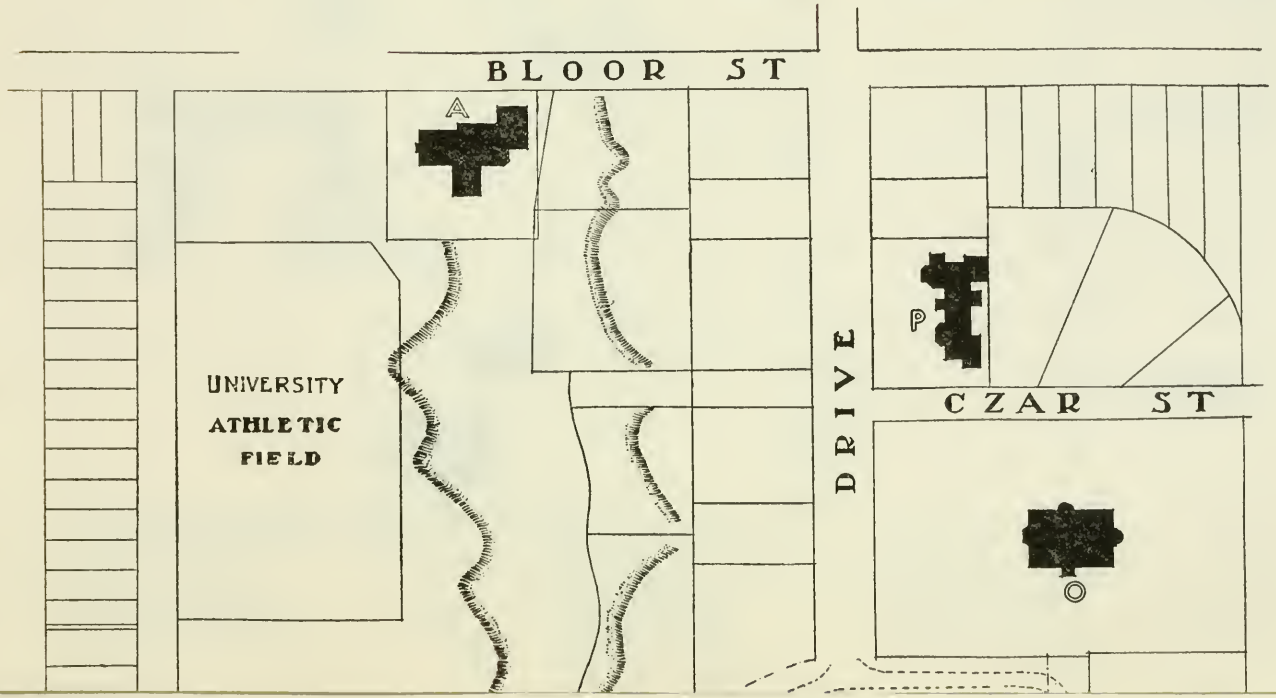
CHAPTER XIV.

BUILDINGS AND EQUIPMENT.

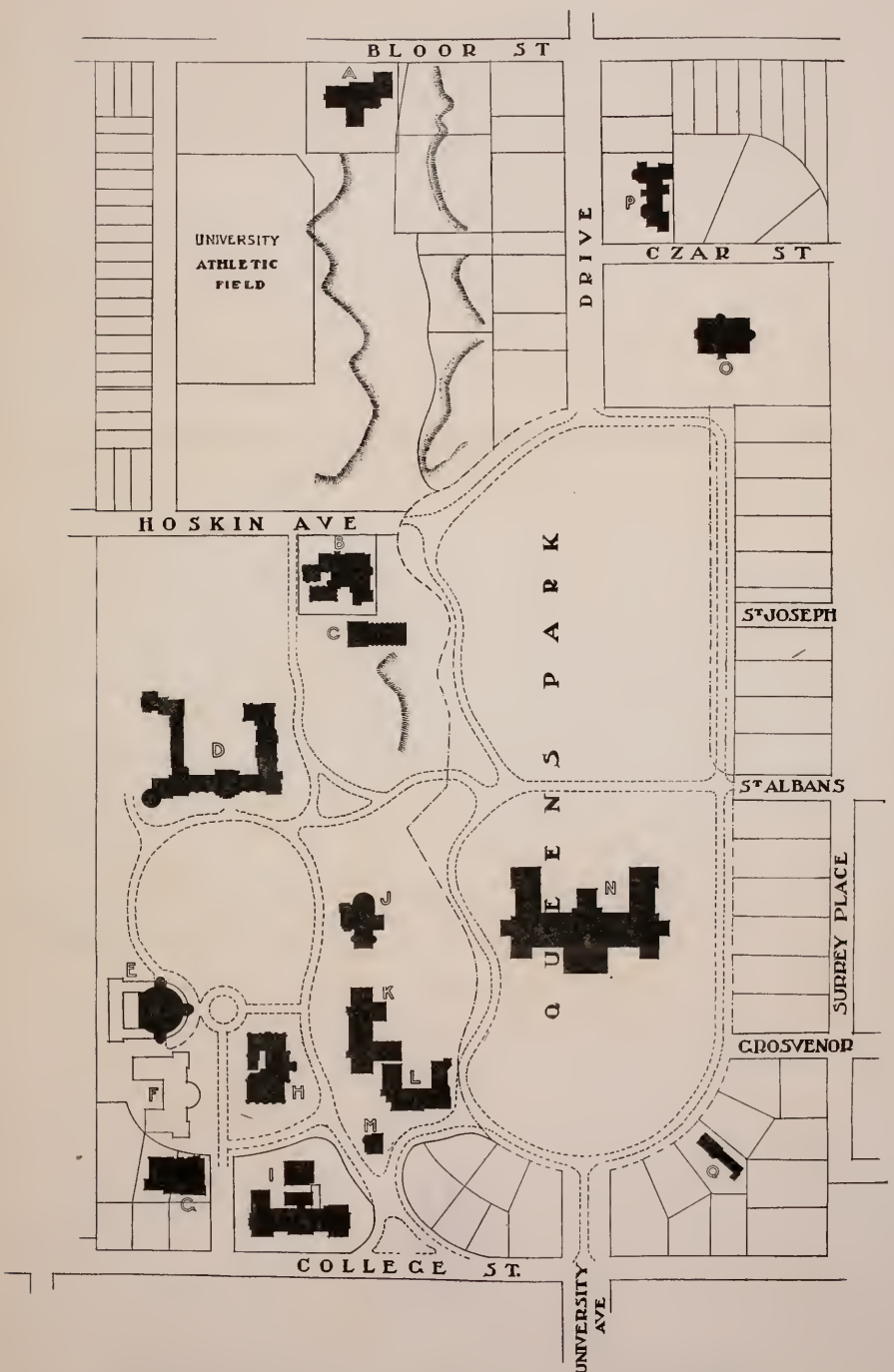
The site originally purchased for university purposes consisted of a block of land extending some five-eighths of a mile from north to south, and some one-third of a mile from east to west. It lay, at the date of purchase, wholly beyond the outskirts of what was at that time a small town, and to connect this site therewith, a further purchase of land was made for two avenues: the principal one (now University Avenue), leading southward for some five-eighths of a mile to Lot (now Queen) Street, the other avenue (now College Street), leading westward for a shorter distance to Yonge Street. These avenues were fenced in and furnished with gates, which, at certain hours, were locked; and this, as the records of King's College Council abundantly show, was a constant source of friction between the public and the academic authorities. At a later date (1859) these roadways were handed over to the control of the City. The position selected for the academic buildings was at the head of the principal avenue, which was, in consequence, planted with rows of trees. These now afford a fine vista for the Legislative Building, which as a result of the Expropriation Act of 1853 (see *ante* p. 109) has usurped this commanding situation and thrust the Main Building of the University into a much less conspicuous and imposing position. The grounds are, roughly speaking, bisected from north to south by a shallow ravine through which there once ran a little stream, the Taddle. The latter has disappeared in the drainage system of a great city, but the ravine, though filled in at intervals for roadways or for buildings, still serves pleasingly to diversify the University grounds. The whole area was planted, partly by nature, and partly by the care of the King's College authorities, with trees, singly or in groups; so that at present the greensward is charmingly diversified by beautiful oaks, beeches and other trees, native or exotic. The greater part of the eastern margin of the original block of land, and portions of the northern and southern margins were leased as building lots, and are now occupied by handsome residences. Further, the expropriation of land for Government buildings in 1853, and the creation

UNIVERSITY OF TORONTO

PLAN OF GROUNDS



UNIVERSITY OF TORONTO
PLAN OF GROUNDS



A. McMaster University Building.
B. Wycliffe College.
C. Gymnasium.
D. Main Building.
E. Convocation Hall.
F. Physical Laboratory.
(In process of erection.)

G. Chemical Building.
H. Engineering Building.
I. Geological and Mineralogical Building.
J. Library Building.
K. Medical Building.

L. Biological Building.
M. Y.M.C.A. Building.
N. Parliament Buildings.
O. Victoria College.
P. Annesley Hall.
Q. Queen's Hall.

of Queen's Park in 1859, alienated from university uses a large part of the land to the east of the ravine; so that, with the exception of Victoria College, the buildings pertaining to the University are situated in the western moiety of the original property. At the present date, the site of the University, instead of being remote from the City, is surrounded on all sides by the streets and buildings of one of the best residential districts in Toronto. Trinity College and many of the affiliated institutions are more or less remote from the university site, and do not appear in the accompanying plan.

The Main University Building.— The expropriation of old King's College with its site in 1853 rendered necessary the provision of proper accommodation for University College, the name which had been given to the Arts teaching faculty of the University by legislative enactment in the same year. In 1856 was begun the erection of the edifice which is now known as the Main Building. It is situated to the north of the lawn, with its principal façade facing towards the south. It is of massive construction, built of Ohio stone, in the Norman style of architecture (architects, Cumberland and Storm), and was completed in 1858, at a total cost of $355,907. In 1890, the eastern wing, including the Convocation Hall and all the easterly part of the building proper, together with the upper part of the central tower, was destroyed by fire. It was, however, restored in substantially the same external form, but with various internal changes, in 1890-92 (architect, D. B. Dick), at a cost of $160,000. The total floor space of this building is estimated at 103,948 square feet, and it is at present devoted principally to the work of the Arts faculty of the University and University College in Languages, History, Philosophy, Political Science, Mathematics, and Physics. It contains, also, the Senate Chamber, two large halls, used for examination purposes, besides reading and waiting rooms for the women students, together with the administrative offices of the president of the University, of the principal of University College, and of the registrar and bursar. In the western wing are situated the University Dining Hall, the Dean's Residence, the Faculty Union, and the Undergraduate Union.

The Physical Laboratory, established in 1878, is situated in the western part of the Main Building, and consists of a set of rooms for elementary work, together with a number of special laboratories. The apparatus in the former is suitable for a general course of experiments in Physics, including Mechanics, Geometrical and Physical Optics, Heat, Sound, Electricity and Magnetism. The special laboratories are equipped for the use

COLLEGE AVE.
LIBRARY
OF THE
UNIVERSITY
OF
CALIFORNIA

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of advanced undergraduate students taking the Honour Course in Physics, and for post-graduate students pursuing original investigations. In connection with the laboratory is a well-equipped workshop, in charge of a skilled mechanician, who, with his assistants, makes the necessary repairs, and constructs most of the apparatus required for the classes, and for the work of research students.

The same wing of the Main Building contains the Psychological Laboratory established, in 1892, through the efforts of Professor Baldwin, who obtained for this purpose four small rooms and the nucleus of an equipment. Under Dr. Kirschmann, who, by the fact that he had occupied the position of assistant in the first and most noted of psychological laboratories, that of Professor Wundt at Leipsic, was specially qualified for the work, the Laboratory has been greatly extended. The increased numbers of those engaged in psychological studies —classes which twelve years ago consisted of four or five students, now numbering thirty or forty members—has necessitated the overflow of the Laboratory into the adjoining rooms. The apparatus also has received extensive additions, and there is a small library of the most needful books. The subjects of investigation have been chiefly taken from the domain of Psychological Optics, Aesthetics, and the time relations of mental phenomena.

The Library Building.—Previous to 1890, the university library occupied the large eastern hall of the Main Building, and was destroyed in the fire of that year. Owing to the general expansion of the University, it was considered advisable, in the reconstruction following the fire, to provide the library with a separate building, affording increased accommodation. Such a building was completed in 1902 (architect, D. B. Dick), at a cost of $110,000, contributed in large part by private benefaction. The structure is situated on the border of the ravine, facing westward upon the Lawn, and harmonizes with the Main Building in material and in architectural effect. It contains a fireproof book-room, with a storage capacity of 100,000 volumes, a reading-room capable of seating upwards of 200 readers, a periodical room, seven departmental library rooms, administrative offices, besides waiting and conversation rooms. The total floor space is 20,709 square feet.

The library is provided, as far as the income permits, with the standard and current literature of all subjects taught in the University. In the departments of the natural and physical sciences it includes the principal journals and transactions of societies. In the departments of language and literature, the

works of all authors of any importance from the origins of each literature to the present time are available, as well as the principal philological and literary periodicals. Corresponding facilities are provided in the departments of Philosophy, History and Political Science. The library is a circulating one for members of the faculty, and a library of reference for students. The latter, however, are allowed, under certain conditions, the use of the books at home outside of library hours; and students engaged in special work, requiring the consultation of books of reference, are granted access to the stack room by the librarian on the recommendation of the professors. The departmental libraries are in charge of the professors in each department, and contain special collections of books for reference. These rooms are intended for the instruction of advanced students, who may also, at the discretion of their professors, use the rooms and the books contained in them for private study. Besides the general library, there are also special collections of periodicals and monographs in the Biological Building, the Medical Building, and in the Main Building for the use of students and members of the staff engaged in practical work in Physics, Psychology and Law.

The Biological Building.—In consequence of the growing importance of the natural sciences, and of the increased responsibilities with respect to instruction therein laid upon the University by the Federation Act of 1887, it was found necessary to provide for these branches on a scale adequate to the methods of modern research. With this end in view, the erection of the Biological Building was begun in 1888, and completed in 1892. It is situated on the edge of the Ravine, in a south-easterly direction from the Library, and is, like the latter, constructed of stone (architect, D. B. Dick), the total cost amounting to $129,744. In the central portion of this building is situated the Biological Museum. The eastern wing is devoted to the work of the Biological Department, and contains a lecture-room for 250 students, a number of laboratories and rooms adapted to the purposes of the department, and the accommodation of students and staff. The western wing is occupied almost wholly by the Anatomical Department of the Medical Faculty. Students of Medicine and Dentistry also receive instruction in Biology and Anatomy in this building. The equipment of the Biological Department may be referred to under the following headings: (1) Museum, (2) Lecture Rooms, (3) Laboratories. The museum has for its nucleus the portion of the Natural History collections of the old museum in the Main Building, which was saved from the fire. But the generosity of many

public institutions and private benefactors has added very considerably to the collections, while out of appropriations by the trustees from time to time, valuable educational models and specimens have been purchased. The cases in which the collections are displayed are made of iron and plate glass. Hitherto the space reserved for the botanical side of the museum has been occupied by the Ferrier collection of minerals. That having, however, now been removed, progress is being made with the arrangement and display of botanical specimens. (2) The lecture-rooms are well provided with collections of diagrams and projecting apparatus, among which may be mentioned the Zeiss Epidiascope and the Bausch & Lomb's projecting microscope. (3) The laboratories are furnished for the most part with Leitz microscopes and the other necessaries of biological laboratories. A photographic room is a valuable adjunct to the general and the private laboratories.

The Department of Anatomy is furnished with a large, well-ventilated theatre, capable of accommodating some 250 students, provided with the necessary equipment for the teaching of anatomy, an excellent light from the roof of the theatre and ample wall space for anatomical charts. The theatre is also provided with an electrical projection apparatus for the purpose of demonstrating anatomical structure. There is, further, a dissecting room, which is admirably adapted for the purposes of practical anatomy. It is large and well ventilated, and is equipped in such a manner as to afford every possible comfort and convenience for the student. Each student is provided with a locker for his private use. A notable feature of the dissecting-room is the excellent lighting, either from the extensive skylights, or, when sunlight fails, by electricity. In connection with the dissecting-room is a museum, in which a series of preparations have been mounted for the purpose of study. The disarticulated bones of the skeleton are included in this collection, together with frozen sections of the human body; wet preparations, illustrating regional anatomy, are also provided. A valuable and instructive series of Steger's models of frozen sections by His are exhibited in the museum, together with a complete series of dissections of the brain, as well as other preparations. Cunningham's series of models, illustrating the topographical anatomy of the brain, is also exhibited. In addition to the rooms described, there are a number of smaller rooms, capable of accommodating small classes for demonstration purposes. In these rooms special demonstrations are given to limited classes in the primary Years. A course in operative surgery is conducted for the students in the final Years. The

department also possesses a large collection of museum preparations, used for special demonstrations and for illustrating the lectures. These consist of osteological preparations, models, sections of wet and dry preparations of various kinds.

The Medical Building.—From the year 1887, when the Medical Faculty, abolished by the Act of 1853, was re-established, and began again the work of teaching in medicine, instruction in the professional subjects of the course was imparted in a building on Sumach Street, belonging to the Toronto School of Medicine, whilst students of Medicine received their training in physical and natural science and anatomy in the buildings of the Biological and Chemical Departments. For the purpose of providing adequate modern appliances for the largely increased numbers of students in Medicine, and at the same time of concentrating the teaching of the faculty within a limited area, a large building, situated immediately to the south of the Library, was completed in 1904 (architects, Darling and Pearson), at a cost of $175,000. The exterior of the structure is of white brick, with foundations of concrete, whilst the interior is finished in brick and hardwood, with floors of concrete. In addition to two large lecture halls, the building contains a large number of class-rooms and laboratories, a library-room and various other rooms for the accommodation of the faculty and students. The numerous laboratories constructed upon the "unit" system, by which classes of specified size may be conveniently superintended by their instructors, facility being afforded also for intercommunication, constitute a special feature of the internal arrangements. It may be noted that the introduction of these laboratories marks the first practical application of this system, recently invented by Professor C. S. Minot, of Harvard University.

In the southern wing of the building, space has been provided for the Arts department of Physiology and Physiological Chemistry. The laboratories devoted to these subjects contain twelve "units," each 23 x 30 feet; accommodating twenty-four students. Six of the "units" are devoted wholly to Physical Physiology and the remainder to Chemical Physiology; so that as many as 144 students may be provided with working spaces in classes in either subject. The equipment of the laboratory "unit" rooms in Chemical Physiology includes apparatus for each student, suitable and sufficient to meet the demands of an advanced course in the chemistry of animal bodies, juices, secretions and excretions. There are also the various apparatus, such as balances, instruments for determining the electrical conductivity of tissues and fluids, and for cryoscopic work, such as are required for the

purposes of research on the different lines of Physiological Chemistry. The apparatus provided for Physiology comprise eighty-four sets, each set including all the instruments required to enable a student to follow an advanced course in the physiology of muscle and nerve, circulation, respiration and vision. This suffices to equip a class of over one hundred and sixty students, working together in practical physiology. In addition to the apparatus provided for practical courses in the laboratory, the department contains the instruments required for research in various lines of physiology. For Physiological Histology also, there is accommodation in microscopes and working-places for fifteen students. The apparatus for Biochemistry includes only what is demanded for research purposes. Besides providing the apparatus needed in any research, the department furnishes to each research-student a small room in which he may carry on, uninterrupted, the work which he has undertaken. There are at present twelve of such rooms in the department.

To the work in the Department of Pathology there are devoted thirteen "units" and nine half "units." Of these, two and a half "units" are devoted to the Pathological Museum, two and a half to Bacteriology, and six units to Pathological Histology, the remainder of the half "unit" rooms being taken up with private laboratories and demonstrators' rooms. The Pathological Museum contains about 2,000 specimens, which are so arranged in open cases that they may be easily seen by the students, and are used both for demonstrations in Pathology and for lectures in Medicine and Surgery. The equipment in Pathological Histology consists of 120 microscopes, fitted with high and low power, and a number of microtomes, and the necessary glassware and re-agents for carrying on the work. In Bacteriology, the equipment consists of thirty-five microscopes, with oil immersion lenses and Abbe condensers, and the usual bacteriological equipment for each student. Besides these, two units have been equipped for special clinical laboratory work, in which the students are provided with the necessary outfit for carrying on both chemical and microscopical clinical investigations.

The Chemical Building.—For reasons similar to those mentioned above, in connection with the Biological Building, the erection of the Chemical Building was completed in 1895, at a cost of $77,469 (architect, D. B. Dick). It is situated to the west of the road leading to the Main Building from the south. The exterior is of red brick and Credit Valley stone, and, in the structure of the whole building, practical utility, rather than architectural effect, has been kept in view. The total floor space is 19,588 square feet. The building contains, in addition

to two lecture-rooms, with space for 300 and 100 students respectively, special laboratories for the study of Inorganic, Organic and Physical Chemistry, adapted for the practical work of students in all four years of the Arts, and in the first two sessions of the Medical course. The total number of working-places in the laboratories is two hundred. Besides furnace-rooms, for combustions, work-shops, and bomb-proof room, there are four smaller laboratories for the special use of graduates and senior students engaged in research. The extent of the work carried on in these laboratories is evident from the fact that over fifty contributions to scientific journals have emanated therefrom in the past few years. In addition to the usual equipment of a chemical laboratory, the building contains excellent collections of large crystals, specimens of salt, and other chemical products.

The Applied Science Buildings.—The organization of the School of Practical Science, now the Faculty of Applied Science of the University of Toronto, dates from the year 1877, and in the following year a building for the purposes of the School was erected, facing the lawn on its southern border, and situated to the east of the main approach to the University from College Street. In the year 1885 an additional building of considerable size was added, incorporating as its northern wing the original structure, and facing towards the east. Both the older and the newer parts of this edifice are constructed in red brick, with some ornamentation in white brick. The floor space is 55,299 square feet, and the total cost of erection was $94,000. In the School of Practical Science provision is made for instruction in the various branches required for the diploma in Civil, Mining, Mechanical and Electrical, and Chemical Engineering, Architecture, Analytical and Applied Chemistry, with the exception of certain branches, which are taught by members of the University Arts Faculty. The accommodation afforded having become entirely inadequate on account of the large attendance of students and the increasing demand of modern technical training, it was decided, in 1901, to erect a separate building upon College Street, for the purposes of instruction in Chemistry, Electrochemistry, Metallurgy, Assaying, Mineralogy and Geology, and Mining, together with a Milling building to the rear. In the new building, instruction is also given in the Arts department of Mineralogy and Geology, and it affords temporary accommodation for the Museum of Geology. This structure is of a plain and substantial character, in red brick and Credit Valley stone (architect, F. R. Heakes), and has a total floor space of 75,000 square feet. The estimated cost is about $300,000.

The *Engineering* laboratories are equipped with the best available machines for experimental purposes. The steam-engine laboratory contains a Babcock & Wilcox 52-h.p. boiler; a Harrison & Wharton 12-h.p. boiler; a 50-h.p. Brown engine, constructed specially for experimental investigations, steam-jacketed, and with three alternative exhausts; a Blake circulating pump; a Knowles feed-pump; a Blake feed-pump; and the usual measuring instruments. In the *Hydraulic* laboratory are two large steel tanks, arranged for the experimental study of the flow of water through orifices and over weirs; the water is supplied by a three-throw pump, with double-acting cylinders. There are also various turbines, two centrifugal pumps, a Venturi meter, and other apparatus for measuring discharge and frictional losses. The *Strength of Materials* laboratory contains machines for making tests in tension, compression, shearing, and cross-breaking; a Riehle ten-ton universal testing machine; an Olson torsion machine; a Riehle transverse testing machine; a Riehle abrasion machine; and various extensometers and micrometers. The cement-testing laboratory is fitted with the usual moulds and gravimeters, with tension and compression machines, and a large Faija's hot-bath apparatus. In the *Metrological* laboratory are 100-foot and 66-foot standards of length, a 10-foot Roger's comparator, a Kater's pendulum, with vacuum chamber, a Howard astronomical clock, an electro-chronograph, a sidereal chronometer, theodolites and other field instruments. The *Electrical* laboratories are supplied with power by a 20-kilowatt Edison motor, which drives a variety of dynamos. There are motors of various descriptions and a constant-current transformer, with a series of six arc lamps, a Kelvin balance, a rheostat and an enclosure for experiments with high voltages.

In the new Chemistry and Mineralogy Building on College Street are located the very important Geological, Palaeontological and Mineralogical collections. Up to the present no especial space is available for the display of these collections, and except in the instance of the Ferrier mineral collection none of them are open to inspection by the public. It is hoped to provide ample accommodation for these branches of the museum by the erection at an early date either of a wing to the present building or a separate museum building. The Palaeontological section contains the splendid contributions of Messrs. B. E. Walker and Wm. MacKenzie, and is being constantly enlarged by exchange, donation or purchase. Pure Palaeontology, Mineralogy and Petrography are represented by numerous smaller special suites, arranged so as to illustrate the work of the introductory courses, and by larger systematically arranged collections, which should

be open to the public. The very complete collection of economic minerals which comprised the Ontario exhibit at the Pan-American Exhibition awaits museum space for its proper exhibition.

The Gymnasium Building.—The importance of physical exercise as contributory to harmonious educational development was early recognized by the University, and facilities to this end were provided for some years in the old Medical Building and in the Main Building. Eventually, however, the provision made became entirely inadequate, and in 1892-93 the Gymnasium Building, in red brick, situated to the east of the Campus, was erected (architect D. B. Dick), and equipped. In 1894, additions, consisting of committee rooms and a large hall for public meetings, were made to the front of the building, which, with these additions contains a total floor space of 19,482 square feet. The cost of erection, including equipment, was $36,288, of which sum a small portion was provided through private benefaction. The Gymnasium contains a room 100 by 50 feet for general gymnastic exercises, provided with the best and most modern appliances for physical culture; the building also contains a running track, shower baths and swimming bath, besides the necessary dressing-rooms and other conveniences. A competent instructor in gymnastics is in constant attendance to superintend and direct the exercises of students. Besides the Lawn in front of the main University Building and the Campus in the rear, a large plot of ground on Devonshire Place is set apart as an Athletic Field. These grounds, in conjunction with the Gymnasium, afford ample opportunity to all students for healthful exercise and physical development. To assist in meeting the expenses of the Gymnasium, a nominal annual fee is imposed on those who avail themselves of its advantages. The supervision of all athletic matters has been entrusted by the Council to the Athletic Association, consisting of members appointed from the faculty and representatives of the students. A diploma in gymnastics and physical drill is granted to those who fulfil the requirements of the curriculum prescribed therefor by the Senate.

Victoria College Buildings.—The earliest building of Victoria College was commenced in Cobourg in 1832, and completed in 1836 at a cost of $36,000. This building was of simple classic style, and at that date the finest educational building in the Province. To this, Faraday Hall, a building for the Department of Science, was added in 1875.

The federation of Victoria with the University of Toronto, which took place in November, 1890, rendered new buildings in Queen's Park necessary. Mr. W. G. Storm, R.C.A., was

employed as architect, and the corner-stone of the new buildings was laid by Mrs G. A. Cox, June 15th, 1891. The building was completed and formally opened October 25th, 1892. It is of brown freestone, variegated with grey, and of Romanesque style of architecture. It faces south, overlooking the Queen's Park, with a frontage of about 140, by a depth, over all, of 110 feet. It has entrance towers on the south and east, and an apse and bays on the north and west. The floor space is about 50,000 square feet, and is occupied by chapel, library, fourteen lecture rooms, two society rooms, twelve rooms for professors and officers, students' cloak rooms, reading-rooms and parlors. It provides for a staff of fifteen professors and about three hundred students. The wide halls are a special feature of the building and conduce greatly to the comfort and good order of the students. The whole was completed at a cost of $230,000.

In the will of the late Hart A. Massey, provision was made for the erection of a residence for the women students of Victoria College. In 1901, land was acquired from the University trustees as a site for the building, which was commenced the same year, the corner-stone being laid by Mrs. H. A. Massey, April 29th, 1902. It was completed in 1903, at a cost, for building site and furnishing, of about $100,000. The building fronts towards the west on the north drive of the Queen's Park, with a frontage of 160 feet, and a depth, including the wings at the north end, of 135 feet. It is of red brick, with grey freestone trimmings, in the later English style of architecture (architect, E. M. Miller). It contains forty-eight dormitories, dining-room for eighty, library, students' common-room, reception-room, assembly-room, gymnasium, hospital-rooms, parlors for the dean and other members of the staff, complete kitchen and laundry arrangements, and servants' parlors and rooms. Provision is further contemplated for a similar residence for men, a library and convocation hall, an archæological museum and accommodation for the athletic and other college societies.

Trinity College Buildings.—The buildings of Trinity College are situated on Queen Street West, in grounds of over thirty-five acres in extent. The graceful Tudor front of the Main Building, in white brick, with carved stone ornamentation, was erected in 1851 (architect, Kivas Tully). The original building consisted of the south front as it still stands, except for the chapel, which was built later, and of short projections northwards at either end. The first addition to the building was made twenty-five years after the opening of the College, as a memorial of the founder, Bishop Strachan. This

was the convocation hall, which, with a dining-hall occupying the ground floor, was built in 1877, extending northwards from the centre of the quadrangle. Six years later the chapel was built, owing mainly to the generosity of Messrs. James and Elmes Henderson, who desired to make some gift to Trinity College in memory of their sister. After the erection of the chapel, the central part of the College building, over the entrance hall, became the College Library—the use for which it was originally designed—although it had served the purpose of a chapel up to this time. In 1889, in connection with the jubilee of the diocese of Toronto, the College was considerably enlarged by the erection of the west wing, containing lecture-rooms, laboratories, and students' living-rooms. In 1894, the steadily increasing number of students led to the addition of the east wing, while the erection at the same time of a large gymnasium rendered the group of buildings reasonably complete. Two other buildings remain to be noted. One of these, the Provost's Lodge, a comfortable residence for the head of the College, is situated at the north end of the grounds, overlooking a terraced slope leading down to the so-called "ravine." The other, St. Hilda's College, standing close to the lodge, was erected in 1899 as a residence for the women students. Mr. Eden Smith was the architect of this building, and Mr. Frank Darling the architect of the convocation hall and the chapel, as well as of the east and west wings referred to above.

The charm which the Trinity College buildings admittedly possess, while due primarily to the architectural beauty of the original structure, is enhanced not a little by the park-like grounds in which they are situated. An arboretum of Canadian trees and shrubs, which is being extended year by year, according to a plan prepared by Mr. Frederick Todd, will, when completed, give to the grounds additional value, not only in point of facilities for botanical study, but also in general interest and attractiveness. The appearance of the Queen Street frontage has been much improved recently by the erection of an iron fence and handsome gateway of stone and wrought-iron work, the gift of several friends of the College. The design, which was prepared by Mr. Frank Darling, harmonizes admirably with the south facade of the College buildings.

UNIVERSITY
OF
CALIFORNIA

APPENDIX

A.—Officers of Administration, Instruction, Etc., 1904.

VISITOR.

The Honourable W. Mortimer Clark, LL.D., Lieutenant-Governor of Ontario.

BOARD OF TRUSTEES.

John Hoskin, LL.D., Chairman.
The President of the University (Vice-Chairman).
The Chancellor of the University.
The Vice-Chancellor of the University.
The Principal of University College.
Byron Edmund Walker, Esq.
John Herbert Mason, Esq.
Charles Benjamin Gurnett, Esq.
The Honourable George Albertus Cox.

R. A. Moore, Bursar.

SENATE.

[illegible] members:

[illegible] LL.D., Chancellor.
[illegible] President of the University.
[illegible] Dupont, M.A., LL.D., Principal of University College.
John Hoskin, LL.D., K.C., Chairman of Board of Trustees.
Rev. Nathaniel Burwash, M.A., S.T.D., LL.D., President of Victoria University.
Rev. Thomas Clark Street Macklem, M.A., D.D., LL.D., President of Trinity College.
Rev. Daniel Cushing, C.S.C., Superior of St. Michael's College.
Rev. James Patterson Sheraton, M.A., D.D., LL.D., President of Trinity College.
Rev. William MacLaren, D.D., Acting Principal of Lake College.
[illegible] Ramsay Wright, M.A., B.Sc., LL.D., Dean of the Faculty of Arts.
Richard Andrews Reeve, B.A., M.D., LL.D., [illegible] of the Faculty of Medicine.
John Galbraith, M.A., C.E., LL.D., Dean of the Faculty of Applied Science and Engineering.
[illegible] Blake, M.A., LL.D., [illegible]
[illegible] Smith, D.C.L., K.C., [illegible]
[illegible] Melcok, M.A., LL.D., [illegible]
[illegible] members:
William [illegible] Lang, D.Sc.

Convocation Hall

Now approaching completion; erected through the exertions of the Alumni Association, from funds subscribed by the graduates and friends of the University and from a grant by the Ontario Government

APPENDIX

A.—Officers of Administration, Instruction, Etc., 1904-5.

VISITOR.

The Honourable W. Mortimer Clark, LL.D., Lieutenant-Governor of Ontario.

BOARD OF TRUSTEES.

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The President of the University (Vice-Chairman).
The Chancellor of the University.
The Vice-Chancellor of the University.
The Principal of University College.
Byron Edmund Walker, Esq.
John Herbert Mason, Esq.
Casimir Stanislas Gzowski, Esq.
The Honourable George Albertus Cox.

F. A. Mouré, Bursar.

SENATE.

(1) Ex-officio members:
The Hon. the Minister of Education.
Hon. Sir William Ralph Meredith, LLD., Chancellor.
Hon. Charles Moss, LL.D., Vice-Chancellor.
James Loudon, M.A., LL.D., President of the University.
Maurice Hutton, M.A., LL.D., Principal of University College.
John Hoskin, LL.D., K.C., Chairman of Board of Trustees.
Rev. Nathanael Burwash, M.A., S.T.D., LL.D., President of Victoria University.
Rev. Thomas Clark Street Macklem, M.A., D.D., LL.D., Provost of Trinity College.
Rev. Daniel Cushing, C.S.B., Superior of St. Michael's College.
Rev. James Patterson Sheraton, M.A., D.D., LL.D., Principal of Wycliffe College.
Rev. William MacLaren, D.D., Acting Principal of Knox College.
Robert Ramsay Wright, M.A., B.Sc., LL.D., Dean of the Faculty of Arts.
Richard Andrews Reeve, B.A., M.D., LL.D., Dean of the Faculty of Medicine.
John Galbraith, M.A., C.E., LL.D., Dean of the Faculty of Applied Science and Engineering.
Hon. Edward Blake, M.A., LL.D., K.C., M.P., Ex-Chancellor.
Larratt William Smith, D.C.L., K.C., and
Hon. Sir William Mulock, M.A., LL.D., K.C., M.P., Ex-Vice-Chancellors.
(2) Appointed members:
William Robert Lang, D.Sc.,

James McGregor Young, M.A., and
Arthur Philemon Coleman, M.A., Ph.D., Representatives of the Professors and Associate Professors in Arts and Law.
Alexander McPhedran, M.B., and
Alexander Primrose, M.B., C.M., Representatives of the Professors and Associate Professors in Medicine.
Rev. Michael Vincent Kelly, B.A., C.S.B., and
John Joseph Cassidy, M.D., Representatives of St. Michael's College.
Hon. Samuel Hume Blake, B.A., K.C., and
Newman Wright Hoyles, B.A., K.C., LL.D., Representatives of Wycliffe College.
Rev. James Ballantyne, B.A., and
John Andrew Paterson, M.A., K.C., Representatives of Knox College.
Rev. John Burwash, M.A., D.Sc., LL.D., Representative of Victoria University.
William Henry van der Smissen, M.A., Representative of University College.
The Right Rev. Arthur Sweatman, D.C.L., Representative of Trinity College.
Zebulon Aiton Lash, Esq., K.C., Representative of the Law Society of Upper Canada.
William Pirritte Dyer, M.A., D.D., Representative of Albert College, Belleville.
George Christie Creelman, B.S.A., Representative of the Ontario Agricultural College, Guelph.
James Branston Willmott, D.D.S., M.D.S., Representative of the Royal College of Dental Surgeons of Ontario.
William Henry Ellis, M.A., M.B., Representative of the Ontario School of Practical Science.
Newton Wesley Rowell, Esq., Representative of the Toronto College of Music.
Carl Frederick Heebner, Phm.B., Representative of the Ontario College of Pharmacy.
Andrew Smith, V.S., Edin., F.R.C.V.S., Representative of the Ontario Veterinary College.

(3) Elected members:

Alfred Baker, M.A.,
Alfred Tennyson DeLury, M.A.,
William Dale, M.A.,
Allen Bristol Aylesworth, M.A.,
John Cunningham McLennan, B.A., Ph.D.,
James Chisholm, B.A.,
William James Loudon, B.A.,
Archibald Byron Macallum, M.A., M.B., Ph.D.,
James Henry Coyne, B.A.,
William Thomas White, B.A.,
George MacKinnon Wrong, M.A., and
John King, M.A., Representatives of the Graduates in Arts in University College.
Rev. Alfred Henry Reynar, M.A., LL.D.,
Hon. John James Maclaren, M.A., LL.D.,
Abraham Robert Bain, M.A., LL.D.,
Lewis Emerson Horning, B.A., Ph.D., and
Charles Canniff James, M.A., Representatives of the Graduates in Arts of Victoria College.
Rev. William Clark, F.R.S.C., M.A., D.C.L., D.D.,
James Henderson, M.A., D.C.L.,
Christopher Robinson, M.A., D.C.L.,
John Austin Worrell, M.A., D.C.L., and
Archibald Hope Young, M.A., Representatives of the Graduates in Arts of Trinity College.
Hon. William Purvis Rochford Street, LL.B., and

William Renwick Riddell, B.A., B.Sc., LL.B., Representatives of the Graduates in Law.
George Arthur Bingham, M.D.,
Irving Heward Cameron, M.B.,
Adam Henry Wright, B.A., M.D., and
James Algernon Temple, M.D., Representatives of the Graduates in Medicine.
Charles Hamilton Mitchell, C.E., Representative of the Graduates in Applied Science and Engineering.
Charles Alexander Mayberry, B.A., LL.B., and
James Elgin Wetherell, B.A., Representatives of the High School Teachers.

FACULTY OF ARTS.

University of Toronto.

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A. H. Abbott, B.A., Ph.D., Assistant in Psychological Laboratory and Lecturer in Philosophy.
A. H. Adams, B.A., M.B., Class Assistant in Biology.
F. B. Allan, M.A., Ph.D., Lecturer in Chemistry.
Alfred Baker, M.A., Professor of Mathematics.
B. A. Bensley, B.A., Ph.D., Lecturer in Zoology and Assistant Curator of the Biological Museum.
G. A. Brown, Class Assistant in Physics.
J. W. Cantelon, B.A., Assistant Demonstrator in Physics.
C. A. Chant, M.A., Ph.D., Lecturer in Physics.
A. P. Coleman, M.A., Ph.D., Professor of Geology.
L. C. Coleman, B.A., Lecture and Laboratory Assistant in Biology.
W. H. Collins, B.A., Class Assistant in Mineralogy.
F. J. A. Davidson, B.A., Ph.D., Lecturer in Italian and Spanish.
H. F. Dawes, B.A., Assistant Demonstrator in Physics.
A. T. DeLury, M.A., Associate Professor of Mathematics.
R. E. DeLury, B.A., Fellow in Chemistry.
E. C. Dickson, B.A., Class Assistant in Physiology.
M. H. Embree, B.A., M.B., Class Assistant in Biology.
J. H. Faull, B.A., Lecturer in Botany.
J. C. Fields, B.A., Ph.D., Associate Professor of Mathematics.
E. Forster, B.A., Assistant in Chemistry.
W. H. Fraser, M.A., Professor of Italian and Spanish.
L. Gilchrist, B.A., Class Assistant in Physics and Chemistry.
A. Henderson, B.A., Class Assistant and Class Demonstrator ir Physiology.
V. E. Henderson, M.A., M.B., Demonstrator in Physiology.
A. C. Hendrick, M.A., M.B., Class Assistant in Biology and Physiology.
J. G. Hume, M.A., Ph.D., Professor of History of Philosophy.
Maurice Hutton, M.A., LL.D., Professor of Comparative Philology.
W. C. Jacques, B.A., Lecture Assistant in Physics.
E. H. Jolliffe, B.A., Assistant in Chemistry.
Miss L. B. Johnson, B.A., Assistant Demonstrator in Physics.
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H. L. Kerr, B.A., Class Assistant in Mineralogy.

A. Kirschmann, M.A., Ph.D., Professor of Philosophy and Director of the Psychological Laboratory.
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J. D. Loudon, B.A., Class Assistant in Biology.
W. J. Loudon, B.A., Associate Professor of Physics.
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Secretary of the Faculty, A. Primrose, M.B., C.M.

Professores Emeriti.

M. H. Aikins, B.A., M.D. W. W. Ogden, M.D.
James Thorburn, M.D. J. H. Richardson, M.D.
Uzziel Ogden, M.D.

A. H. Adams, B.A., Tor., Class Assistant in Biology.
H. W. Aikins, B.A., M.B., Tor., Associate Professor of Anatomy.
F. B. Allan, M.A., Ph.D., Lecturer in Chemistry.
J. A. Amyot, M.B., Tor., Associate Professor of Pathology and Bacteriology.
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T. D. Archibald, B.A., M.B., Tor., Laboratory Assistant in Bacteriology.
A. M. Baines, M.D., C.M., Trin., Associate Professor of Clincal Medicine and Associate Professor of Pediatrics.
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G. Boyd, B.A., M.B., Tor., Associate in Clinical Medicine and in Laryngology and Rhinology.
H. A. Bruce, M.B., Tor., F.R.C.S., Eng., Associate Professor of Clinical Surgery.
G. H. Burnham, M.D., Tor., F.R.C.S., Edin., Professor of Ophthalmology and Otology.
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W. P. Caven, M.B., Tor., Associate Professor of Clinical Medicine.
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C. A. Chant, M.A., Ph.D., Lecturer in Physics.
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J. L. Davison, B.A., Tor., M.D., C.M., Trin., Professor of Clinical Medicine.
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R. J. Dwyer, M.B., Tor., M.R.C.P., Lond., Associate Professor of Clinical Medicine.
George Elliott, M.D., C.M., Trin., Assistant Demonstrator of Anatomy.
W. H. Ellis, M.A., M.B., Tor., Professor of Toxicology.
M. H. Embree, B.A., Tor., Class Assistant in Histology.
J. H. Faull, B.A., Tor., Lecturer in Botany.
F. Fenton, M.D., C.M., Trin., Associate in Clinical Medicine and in Obstetrics.
J. T. Fotheringham, B.A., Tor., M.D., C.M., Trin., Associate Professor of Medicine and Clinical Medicine.

A. H. Garratt, M.D., C.M., Trin., Demonstrator of Clinical Surgery.
W. Goldie, M.B., Tor., Associate in Clinical Medicine.
A. R. Gordon, M.B., Associate Professor of Clinical Medicine.
F. LeM. Grasett, M.B., C.M., Edin., F.R.C.S., Edin., Professor of Surgery and Clinical Surgery.
A. Henderson, B. A., Assistant Demonstrator in Physiology.
V. E. Henderson, M.A., M.B., Tor., Demonstrator of Physiology and Pharmacology.
A. C. Hendrick, M.A., M.B., Tor., Assistant Demonstrator of Anatomy, Class Assistant in Biology and in Physiology.
E. R. Hooper, B.A., M.B., Tor., Assistant Demonstrator of Anatomy.
G. W. Howland, B.A., M.B., M.R.C.P., Lond., Assistant Demonstrator in Pathology and Tutor in Medicine.
W. P. Kaufmann, Assistant Demonstrator in Physiology.
H. S. Hutchison, M.B., Tor., Assistant in Clinical Laboratory.
F. B. Kenrick, M.A., Tor., Ph.D., Leipzig, Lecturer in Chemistry.
W. R. Lang, D.Sc., Glasg., F.I.C., Professor of Chemistry.
James Loudon, M.A., LL.D., Tor., Professor of Physics.
J. D. Loudon, B.A., Class Assistant in Histology.
C. P. Lusk, M.D., C.M., Trin., Demonstrator of Pharmacy.
A. B. Macallum, M.A., M.D., Tor., Ph.D., Johns Hopkins, Professor of Physiology.
J. M. MacCallum, B.A., M.D., Tor., Professor of Materia Medica, Pharmacology and Therapeutics, Associate in Ophthalmology and Otology.
W. J. McCollum, M.B., Tor., Assistant Demonstrator of Anatomy.
E. A. McCulloch, B.A., Tor., Class Assistant in Biology.
G. R. McDonagh, M.D., Tor., Professor of Laryngology and Rhinology.
D. McGillivray, M.B., Tor., Assistant Demonstrator in Anatomy and Tutor in Medicine.
K. C. McIlwraith, M.B., Tor., Associate in Obstetrics.
A. J. MacKenzie, B.A., LL.B., M.B., Tor., Assistant Demonstrator of Anatomy and Class Assistant in Histology.
J. J. Mackenzie, B.A., Professor of Pathology and Bacteriology and Curator of the Museum and Laboratories.
W. McKeown, B.A., M.B., Tor., Demonstrator in Clinical Surgery.
M. D. McKichan, B.A., M.B., Class Assistant in Biology and Histology.
H. M. McNeil, B.A., Class Assistant in Biology.
A. McPhedran, M.B., Tor., Professor of Medicine and Clinical Medicine.
H. T. Machell, M.D., Tor., Associate Professor of Obstetrics and Pediatrics.
F. W. Marlow, M.D., C.M., Trin., F.R.C.S., Eng.
Miss M. L. Menten, B.A., Tor., Assistant Demonstrator in Physiology.
J. W. O. Malloch, B.A., M.B., Tor., Assistant Demonstrator of Anatomy, Class Assistant in Physiology.
J. C. Mitchell, M.D., C.M., Trin., Extra-Mural Professor of Mental Disease.
F. J. Munn, B.A., Class Assistant in Histology.
W. Oldright, M.A., M.D., Tor., Professor of Hygiene and Associate Professor of Clinical Surgery.
H. C. Parsons, B.A., M.D., C.M., Trin., Associate in Clinical Medicine and Assistant Demonstrator in Pathology.
W. H. Pepler, M.D., C.M., Trin., Assistant Demonstrator in Pathology.
G. A. Peters, M.B., Tor., F.R.C.S., Eng., Professor of Surgery and Clinical Surgery.
W. H. Piersol, B.A., M.D., Tor., Lecturer in Elementary Biology and Histology.
N. A. Powell, M.D., C.M., Trin., M.D., Bellevue, N.Y., Professor of Medical Jurisprudence and Associate Professor of Clinical Surgery.
A. Primrose, M.B., C.M., Edin., Professor of Anatomy and Director of the Anatomical Department, Associate Professor of Clinical Surgery.

R. A. Reeve, B.A., M.D., LL.D., Tor., Professor of Ophthalmology and Otology.
T. B. Richardson, M.D., C.M., Trin., F.R.C.S., Edin., Demonstrator in Clinical Surgery.
J. F. W. Ross, M.B., Tor., Professor of Gynæcology.
R. D. Rudolf, M.D., C.M., Edin., M.R.C.P., Lond., Associate Professor of Medicine and Associate in Clinical Medicine.
E. S. Ryerson, M.D., C.M., Trin., Assistant Demonstrator of Anatomy and Pathology.
G. S. Ryerson, M.D., C.M., Trin., Professor of Ophthalmology and Otology.
W. A. Scott, B.A., M.B., Tor., Assistant Demonstrator of Anatomy.
C. Sheard, M.D., C.M., Trin., Professor of Preventive Medicine.
C. B. Shuttleworth, M.D., C.M., Trin., F.R.C.S., Eng., Demonstrator of Anatomy and Demonstrator of Clinical Surgery.
G. Silverthorn, M.B., Tor., Demonstrator of Pathology.
F. N. G. Starr, M.B., Tor., Associate Professor of Clinical Surgery.
C. L. Starr, M.B., Tor., Associate Professor of Clinical Surgery in charge of Orthopædics.
W. T. Stuart, M.B., Tor., M.D., C.M., Trin., Associate Professor of Medical Chemistry.
C. A. Temple, M.D., C.M., Trin., Demonstrator of Clinical Surgery.
J. Algernon Temple, M.D., C.M., McGill, Professor of Gynæcology and Operative Obstetrics.
L. Teskey, M.D., C.M., Trin., Professor of Surgery and Clinical Surgery.
W. B. Thistle, M.D., Tor., Associate Professor of Clinical Medicine.
C. Trow, M.D., C.M., Trin., Associate Professor in Ophthalmology and Otology.
J. F. Uren, M.D., C.M., Trin., Demonstrator of Clinical Surgery.
C. J. Wagner, M.B., Tor., Demonstrator of Pathology.
S. H. Westman, M.B., Tor., Assistant Demonstrator of Anatomy and Class Assistant in Physiology.
W. J. Wilson, M.B., Tor., Assistant Demonstrator of Anatomy.
D. J. Gibb Wishart, B.A., Tor., M.D., C.M., McGill, Associate Professor in Laryngology and Rhinology.
A. H. Wright, B.A., M.D., Tor., Professor of Obstetrics.
R. Ramsay Wright, M.A., B.Sc., Edin., LL.D., Professor of Biology.

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E. G. R. Ardagh, B.A.Sc., Demonstrator in Chemistry.
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J. R. Cockburn, B.A.Sc., Demonstrator in Drawing.
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S. Dushman, B.A., Fellow in Chemistry.
W. H. Ellis, M.A., M.B., Professor of Applied Chemistry.
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A. E. Gibson, B.A.Sc., Fellow in Civil Engineering.
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J. A. Horton, Grad. S.P.S., Lecture Assistant in Chemistry.
J. A. McFarlane, B.A.Sc., Fellow in Mechanical Engineering.
J. McGowan, B.A., B.A.Sc., Lecturer in Applied Mechanics.
J. G. McMillan, B.A.Sc., Fellow in Mining.

H. G. McVean, B.A.Sc., Demonstrator in Mechanical Engineering.
G. J. Manson, Grad. S.P.S., Fellow in Electrical Engineering.
G. R. Mickle, B.A., Lecturer in Mining.
J. L. R. Parsons, B.A., Fellow in Surveying.
H. W. Price, B.A.Sc., Demonstrator in Electrical Engineering.
M. R. Riddell, Grad. S.P.S., Fellow in Drawing.
T. R. Rosebrugh, M.A., Professor of Electrical Engineering.
H. G. Smith, B.A.Sc., Fellow in Electrical Engineering.
L. B. Stewart, O.L.S., D.L.S., Professor of Surveying and Geodesy.
E. Wade, Grad. S.P.S., Fellow in Chemistry.
N. D. Wilson, B.A.Sc., Fellow in Surveying.
C. H. C. Wright, B.A.Sc., Professor of Architecture.

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French: J. W. G. Andras, Ph.D.; J. H. Cameron, M.A.; St. Elme De Champ, B ès L.; P. Edgar, B.A., Ph.D.; E. Masson; J. Squair, B.A.; A. H. Young, M.A.

German: L. E. Horning, M.A., Ph.D.; A. E. Lang, M.A.; G. H. Needler, B.A., Ph.D.; P. Toews, M.A., Ph.D.; W. H. van der Smissen, M.A.; A. H. Young, M.A.

Italian, Spanish and Phonetics: F. J. A. Davidson, M.A., Ph.D.; W. H. Fraser, M.A.

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Metallurgy and Assaying: G. R. Mickle, B.A.
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Pedagogy.

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Science of Education, History and Criticism of Educational Systems: F. W. Merchant, M.A., D.Pæd.

Local Examinations in Music.

Theory: W. E. Faircloth; A. Ham, Mus. Doc.; C. L. M. Harris, Mus. Doc.
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Pianoforte: J. E. P. Aldous, B.A.; H. M. Field; W. O. Forsyth; St. John Hyttenrauch; T. Martin; H. Puddicombe; J. D. A. Tripp; A. S. Vogt; F. S. Welsman.
Singing: A. Ham, Mus. Doc.; D. Ross; C. E. Saunders, Ph.D.; E. W. Schuch; R. Tandy.
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Dentistry.

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Anatomy: F N. G. Starr, M.B.
Jurisprudence: G. Silverthorn, M.B.
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Medicine and Surgery: D. Clark, L.D.S., D.D.S.
Operative Dentistry and Pathology: S. Moyer, L.D.S., D.D.S.
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B.—Publications of Members of the Staff During the Period of their Service.

A. H. Abbott, B.A., Ph.D., Instructor in Philosophy, University of Toronto, 1899; Lecturer in Philosophy, 1902.

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F. B. Allan, M.A., Ph.D., Assistant in Chemistry, University of Toronto, 1893; Lecturer, 1900.

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E. I. Badgley, M.A., D.D., Professor of Philosophy and Ethics, Victoria College, 1884-1906.

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J. M. Baldwin, M.A., Ph.D., Professor of Philosophy, University of Toronto, 1889-1892.

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A. J. Bell, M.A., Ph.D., Professor of Latin Language and Literature, Victoria College.

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N. Burwash, M.A., LL.D., S.T.D., Professor of Natural Science, Victoria College, 1859; of Theology, 1873; President, 1888.
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Adam Carruthers, B.A., Lecturer on Greek, University College, 1893; Associate Professor, 1903.
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C. A. Chant, M.A., Ph.D., Lecturer in Physics, University of Toronto, 1892.
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J. B. Cherriman, M.A., Professor of Mathematics and Natural Philosophy, University College, 1853-1875.

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Savanarola, The Life and Times. 1890. Chicago: McClurg.
Anglican Reformation. 1896. New York: Scribner; Edinburgh: Clark.
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1. Louisbourg in 1745, the anonymous "Lettre d'un Habitant de Louisbourg." Edited and translated by Professor George M. Wrong.
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Papers from the Chemical Laboratories.

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42. The Rate of Formation of Iodates in Alkaline Solutions of Iodine. By E. L. C. Forster.
43. Numerical Values of Certain Functions Involving *e-n.* By Professors W. Lash Miller and T. R. Rosebrugh.
44. A Reaction Whose Rate is Diminished by Raising the Temperature. By Clara C. Benson.

45. On the Decomposition of Benzine at High Temperatures. By G. W. McKee.
46. The Action of Liquefied Ammonia on Chromic Chloride. By Professor W. R. Lang and C. M. Carson. Note on the Action of Methylamine on Chromic Chloride. By Professor W. R. Lang and E. H. Joliffe.
47. A Mechanical Model to Illustrate the Gas Laws. By Frank B. Kenrick.
48. The Rate of Reaction between Iodic and Hydriodic Acids. By S. Dushman.
49. The Electrolysis of Acid Solutions of Aniline. By L. Gilchrist.
50. Some Compounds of Chromic Chloride with Substituted Ammonias. By Professor W. R. Lang and C. M. Carson.

D.—Theses Accepted for the Ph.D. Degree.

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E.—Benefactions.

In addition to the gifts mentioned in the previous chapters, the following scholarships, prizes, etc., have been given.

University and University College.

Scholarship Funds.

Richard Noble Starr, M.D. (Medals in the Faculty of Medicine), Farm of 100 acres; Bankers of Toronto, viz., The Canadian Bank of Commerce, the Dominion, Imperial, Standard and Traders' Banks, and the Union Bank of Lower Canada (Political Science), $1,200.00; Dr. A. H. F. Barbour, of Edinburgh (The George Brown Scholarship in Medical Science), $5,055.56; Hon. Edward Blake (Matriculation Scholarships), $20,000.00; Hon. Edward Blake (Mathematics, Physics and Science), $3,750.00; George Brown Scholarship, by Friends of the late Hon. Geo. Brown (Modern Languages), $1,054.82; Alexander T. Fulton (Mathematics, Physics and Science), $3,000.00; Hon. J. M. Gibson (Matriculation), $2,000.00; Hon. John Macdonald (Philosophy), $1,950.00; Friends of the late Hon. Alexander Mackenzie (Political Science), $16,425.00; Moss Scholarship, by Friends of the late Hon. Thomas Moss, Chief Justice of Ontario, Vice-Chancellor of the University (Classics), $2,000.00; Mary Mulock (Matriculation Classics), $2,000.00; William Mulock (Classics, Mathematics), $2,000; His Royal Highness the Prince of Wales (Matriculation), $900.00; William Ramsay, of Bowlands, Scotland (Political Economy), $1,009.42; Julius Rossin, M.A., of Hamburg, Germany (Modern Languages), $1,000.00; Toronto Committee of The American Association for the Advancement of Science (Mathematics, Physics and Science), $2,350.00; Daniel Wilson Scholarship, by a Friend of the late Sir Daniel Wilson (Chemistry and Mineralogy and Natural Science), $2,000.00; The Young Memorial Fund, by Friends of the late George Paxton Young, $3,018.74.

Annual Donations.

His Excellency the Governor-General, Gold and Silver Medals.

Minister of Foreign Affairs for the Kingdom of Italy, Prizes for Italian.

F. T. Shutt, M.A., Medal for Natural Science.

J. C. Glashan, LL.D., Medal for Mathematics.

The Senate of Knox College, Two Scholarships in Oriental Literature.

Frederick Wyld, Esq., Prize for English Composition.

William Dale, M.A., Matriculation Scholarship in Classics.

The Medical Faculty, Four Undergraduate Scholarships, one Gold and Three Silver Medals.

R. A. Reeve, B.A., M.D., a Scholarship for Medical Research.

J. W. Flavelle, Esq., a Travelling Fellowship in Classics or English and History.

Members of the Executive of the Toronto Board of Trade, 1901, Scholarship in Course in Commerce.

P. W. Ellis, Esq., Medals in the Commercial Course and in the Department of Political Science.

The Alumnæ Association of University College, Prize in English.

Library Funds.

The King Alfred Millenary Fund, a donation from Professor Goldwin Smith and Mrs. Smith, $10,000.

The Phillips-Stewart Fund, a bequest of $961.32, standing now, with accumulated interest, at $1,500.

Victoria College.

The Martha Bell Scholarship	$100	Class of 1893 Scholarship	25
The Flavelle Scholarship	60	George A. Cox Bursary	25
W. E. H Massey Scholarship	50	Michael Fawcett Bursary	40
Robertson Scholarship	50	Massey Bursary	40
Bell Scholarship	60	Board of Regents	25
Nelles Scholarship	60	W. E. H. Massey Fund	500
Langford Scholarship	50		

TRINITY COLLEGE.

1852—Two Scholarships, founded by the first Duke of Wellington.
1853—Two Scholarships, founded in memory of the late Dr. Burnside.
1860—The Prince of Wales' Prizes, being the interest on $800 given by H.R.H. the Prince of Wales on the occasion of his visit to Toronto.
1860—Two Scholarships, founded by the late William Dickson, Esq., of Galt.
1862—The Pettit Scholarship in Theology, left by W. T. Pettit, Esq.
1866—The Cooper Exhibitions, being the interest on $4,000 left by C. W. Cooper, Esq., of Mount Pleasant.
1889—The Talbot Exhibitions in Divinity, being the interest on $4,000 left by J. Talbot, Esq., of Cartwright.
1890—The Palmer Exhibition in Divinity, being the interest on a debenture of $1,000 issued by the Chapter of St. Alban's Cathedral, given in memory of the late Ven. Archdeacon Palmer, M.A., D.C.L., by his widow.
1901—The Leonard McLaughlin Scholarship, being the interest on $2,000 of Canadian Pacific Railway Stock, founded by Mr. and Mrs. Michael McLaughlin of Toronto, in memory of their son Leonard, who, at the time of his death, was an undergraduate of Trinity University.
1902—The Ven. Archdeacon Nelles of Brantford bequeathed $2,000 to be used in aiding Divinity Students during their College Course.
1903—The Wilson Scholarship, being the interest on $1,000 given by an old friend of the Ven. John Wilson, M.A., Rector of Grafton, and Archdeacon of Peterborough, to found a Scholarship in his memory.

F.—Degrees Conferred.

	1844	1845‡	1846	1847	1848	1849	1850	1851	1852‡	1853‡	1854‡	1855‡	1856‡	1857	1858	1859	1860	1861	1862	1863	1864	1865	1866	1867	1868	1869	1870	1871	1872	1873	1874	1875	1876	1877	1878	1879	1880
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B.S.A. .	..	....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
D.D.S. .	..	....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Phm.B..	..	....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Mus.B. .	..	....	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Mus.D..	..	....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Total...	6	22	5	13	14	16	17	12	1	17	18	..	25	22	35	39	46	36	36	39	60	56	77	61	59	68	68	64	54	69	58	61	58	85	84	93	103

	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900	1901	1902	1903	1904	Degrees conferred by King's College and University of Toronto. Totals.	Degrees added by Victoria at Federation.	Degrees added by Trinity at Federation.	Grand Totals.
B.A. ...	57	67	78	65	76	68	77	85	78	88	111	101	129	125	175	153	159	152	164	147	113	130	149	141	3,387	576	645	4,608
M.A. ...	10	15	12	3	8	6	7	4	9	8	10	9	14	12	13	22	20	15	17	16	19	24	26	30	592	224	446	1,262
Ph.D. ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	2	2	2	4	1	11	....	....	11
LL.B.† .	11	6	5	1	7	3	6	12	12	12	14	15	11	8	18	22	14	3	4	2	6	6	4	12	326	86	B.C.L. 75	487
LL.D.† .	1	1	..	..	1	..	..	..	8†	..	..	3	..	6	..	3	7	..	7	1	..	14	4	14	93	29	D.C.L. 126	248
M.B. ...	32	30	10	10	14	16	26	30	37	45	53	60	52	58	65	58	39	55	51	45	50	55	82	108	1,486	....	294	1,780
M.D. ...	4	1	1	2	2	..	1	31	14	7	2	6	2	1	..	1	..	1	2	10	4	1	1	5	192+1 C.M.	917	1,515+1 C.M.	2,624+2 C.M.
B.A.Sc..	..	..	..	..	..	..	..	..	..	..	..	..	11	12	11	8	8	7	6	10	20	15	17	19	144	....	....	144
C.E. ...	..	..	..	..	1	1	..	..	1	..	..	2	2	1	2	1	1	3	.	..	..	..	..	..	15	B.Sc. 21	....	15+21 B.Sc.
E.E. ...	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..	..	..	..	..	1	1	..	3	D.L.S. 1	....	3+1 D.L.S.
B. Paed.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	3	3	1	..	..	2	2	1	1	14	....	....	14
D. Paed.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	3	3	..	..	3	1	11	....	....	11
B.S.A. .	..	..	..	..	..	..	..	5	6	5	10	7	8	9	8	10	7	11	9	18	1	7	16	21	158	....	Phar. D. 2	160
D.D.S...	..	..	..	..	..	..	..	..	25	29	19	11	18	27	34	39	35	51	72	72	27	30	53	56	598	....	64	662
Phm.B..	..	..	..	..	..	..	..	..	..	..	..	23	50	33	39	68	52	51	62	34	57	51	53	53	626	....	1	627
Mus.B. .	..	..	..	..	..	..	..	..	..	..	..	..	2	1	..	5	..	2	3	3	..	2	..	..	19	....	151	170
Mus.D..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	1	..	2	....	34	36
Total...	115	120	106	81	109	94	117	167	190	194	219	237	299	293	366	394	345	353	400	363	301	341	415	462	7,678	1,854	3,354	12,886

* On account of the destruction of records in the fire of 1890, there is often great difficulty in getting at facts in regard to the University, especially is this the case in the matter of statistics. In the above table the numbers since 1880 (with the exception of those of 1883) are from the official records, but earlier these are only occasionally available, and from various causes absolute accuracy cannot be guaranteed; the variations from this cannot, however, amount to more than a small fraction. The figures, to the close of the King's College period, are based on the lists in the little volume *Fasti Accdemici*, which is practically official.

† The law degrees of the King's College period were B.C.L. and D.C.L., but they are included here, for the sake of convenience, in the list of LL.B. and LL.D. degrees; the first degrees of the later form were conferred in 1856. In 1880, and subsequent years, the LL.D degrees are all honorary.

‡ In 1845 the first degrees in course were conferred. In 1852, owing to the unsettled condition of the University, no Commencement was held; the Commencement of the following year was held April 15th; hence, the graduates of 1853 really belong to the class of the preceding year. The list of 1854 includes the graduates who properly belonged to 1853, as well as those of 1854, as the disorganization produced by the new Act prevented the holding of Commencement at the usual date in 1853. Again, in 1855, no Commencement was held because of the University's being compelled to change its local habitation. The list of 1856 includes the graduates of the two years.

G.—Number of Candidates Examined.*

	1855	1856	1857	1858	1859	1860	1861	1862	1863	1864	1865	1866	1867	1868	1869	1870	1871	1872	1873	1874	1875	1876	1876	1880
Arts	..	..	..	..	..	..	124	115	123	127	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Medicine	..	..	..	..	..	..	45	38	60	55	..	..	..	..	..	..	..	..	..	..	.	..	..	..
Law	..	..	..	..	..	..	52	33	22	25	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Applied Science and Engineering	..	..	..	..	..	..	5	7	3	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Agriculture	..	..	..	..	..	..	3	2	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Total	..	..	..	..	..	..	229	195	209	207	..	..	..	..	..	..	243	..	..	..	..	..	..	..

	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900	1901	1902	1903	1904
Arts	605	602	..	562	613	614	694	751	784	964	1202	907	..	1087	1013	1044	..	964	905	871	886	912	1004	1040
Medicine	117	87	..	77	81	91	130	176	206	264	292	285	..	267	233	206	..	188	190	243	369	465	465	593
Law	40	32	..	27	35	45	39	64	34	25	17	18	..	11	20	26	..	7	6	10	15	13	20	27
Applied Science	..	..	..	..	1	1	..	..	1	..	..	2	..	13	13	13	..	10	6	14	23	264	324	375
Pedagogy	..	..	..	..	..	..	..	..	..	..	..	..	..	..	4	4	..	4	6	..	2	6	2	2
Agriculture	..	..	..	..	..	..	..	5	6	5	11	7	.	9	11	12	..	15	11	18	1	10	16	22
Dentistry	..	..	..	..	..	..	..	..	25	32	26	16	..	30	72	85	..	128	137	118	79	114	121	164
Pharmacy	..	..	..	..	..	..	..	..	..	..	..	25	..	36	42	68	..	51	63	34	57	51	53	71
Music	..	..	..	..	..	..	..	..	..	..	..	3	..	19	27	20	..	18	10	5	4	50	202	367
Physical Culture	.	..	..	..	..	..	..	..	..	..	..	..	..	..	.	..	..	..	..	..	..	..	1	1
Household Science	..	..	..	..	..	..	..	..	..	..	..	..	..	..	.	..	..	..	..	..	..	..	2	9
Local Examinations	95	76	..	71	108	71	28	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Total	857	797	..	737	838	822	891	996	1056	1290	1548	1263 †	..	1472	1435	1478	..	1385	1334	1313	1436	1885	2210	2671

* Where the whole year is blank the figures are not attainable.

† The decrease in 1892 is due to the transfer of the Summer Matriculation Examinations to the Department of Education.

H.—Attendance of Students at University College, including attendance on King's College, 1843–49, and on the University of Toronto, 1850–53.

Session	'43–'44	'44–'45	'45–'46	'46–'47	'47–'48	'48–'49	'49–'50	'50–'51	'51–'52	'52–'53	'53–'54	'54–'55	'55–'56	'56–'57	'57–'58	'58–'59
Matriculated	31	34	50	62	51	55	45	51	48	....	35	28	35	37	56	63
Other Students	0	26	42	34	38	39	47	68	76	....	78	82	110	89	136	105
Total	31	60	92	96	89	94	92	119	124	....	113	110	145	126	192	168

Session	'59–'60	'60–'61	'61–'62	'62–'63	'63–'64	'64–'65	'65–'66	'66–'67	'67–'68	'68–'69	'69–'70	'70–'71	'71–'72	'72–'73	'73–'74	'74–'75
Matriculated	80	129	158	162	187	177	....	....	....	....	....	172	132	153	....	....
Other Students	108	96	102	120	95	63	....	....	....	....	....	72	125	92	....	....
Total	188	225	260	282	282	240	....	....	....	....	....	244	257	245	....	....

Session	'75–'76	'76–'77	'77–'78	'78–'79	'79–'80	'80–'81	'81–'82	'82–'83	'83–'84	'84–'85	'85–'86	'86–'87	'87–'88	'88–'89	'89–'90	'90–'91
Matriculated	157	....	187	....	275	297	303	280	....	....	321	382	372	338	442	497
Other Students	40	....	40	....	49	52	104	160	....	....	141	148	137	154	113	75
Total	197	207	227	....	324	349	407	440	....	395	462	530	509	492	555	572

Session	'91–'92	'92–'93	'93–'94	'94–'95	'95–'96	'96–'97	'97–'98	'98–'99	'99–'00	'00–'01	'01–'02	'02–'03	'03–'04	'04–'05	'05–'06	....
Matriculated	545	....	578	549	516	483	446	441	433	425	501	533	543	612	613	....
Other Students	134	....	159	146	180	192*	186	155	123†	172‡	77§	86‖	110¶	44	75	....
Total	679	720	737	695	696	675	632	596	556	597	578	619	653	656††	688**	....

Blanks in the table indicate that the figures were not attainable. * 13 of these were graduate students. † 11 graduate and Ph.D. students. ‡ 15 graduate students. § 18 graduate students. ‖ 24 graduate students. ¶ 11 graduate and Ph.D. students. †† Including 7 graduate and Ph.D. students. ** Including 10 graduate and Ph.D. students.

I.—Table of the Number of Bachelors of Arts who, at various periods in the History of the University, have Graduated in the various Departments.*

* The numbers are based on the Class Lists and Commencement Programmes, and hence are not, in all cases, absolutely complete, as degrees may be conferred at other times, *e. g.* on students taking a Supplemental Examination; were these taken into account the increase would mainly affect the numbers in the column headed "Pass Course." It must also be remembered that the same student may be counted in more than one Honour Department.

	In Litteris Humanioribus.											In Disciplines Mathematicis et Physicis.										Pass Course.
1845					6											0						10
1853					4											1						6
1854					2											3						0
	Classics.			Mods.				Meta., and Civ.	Eth. Pol.			Math.		Chem., Min., Geo.		Chem., Zoo., Bot.						
1855	2				1				0			0			1		1					3
1856	0				0				0			0			0		1					5
1857	0				1				1			0			2		1					7
															Natural Sciences.							
1863	4				4				1			3			2							2
1864	3				3				2			3			3							10
1865	4				5				2			2			2							9
1873	4				3				8			2			6							11
1874	3				2				8			3			5							6
1875	4				3				9			4			4							7
												Math.	Phys.									
1883	12				13				23			3	7		5							15
1884	6				6				21			5	5		6							18
1885	12				12				22			5	4		4							18
				Teut.		Rom.		Pol. Sci.		Orient-als.				Chem. and Min.		Nat. Sci. I.		Nat. Sci. II.		Nat. Sci. III.		
1893	13			6		2		22	13	3		3	8	4		4		10		0		23
1894	14			17		3		37	6	2		3	4	3		17		1		1		18
1895	16			28		4		29	19	2		5	8	1		12		7		0		50
		Eng. and Hist.												Phys. and Chem.								
1903	15	5		25				27	18	3		10	6	1		5		8		2		0		22
				Teuton.	Ger. and Fr.	Rom.	Mod. and Hist.															Biol. and Min.
1904	12	2		1	1	6	19	18	22	4		8	6	2		3		6		3		0		4	25
		Cl. Op.	Mod. Op.								History.											
1905	12	7	6	6	0	6	27	22	19	1	3	8	4	0		6		8		1		0		6	18
Totals	136							155	194	15	3	50	52	3		22		55		24		1		10	
		20		204				349				119		158											
	727											277													283

J.—The University Act of 1906.

The new constitution which has been given to the University by the recent Act of the Legislature is essentially an attempt to introduce organic unity into a body which has been built up by successive accretions, and which has suffered in the past from a resulting division of authority. It is therefore easier, in spite of the length of the Act (147 sections), to give a brief statement of the new system of government than it would have been to frame, in the same space, an intelligible outline of the system now superseded. A running comparison of the new with the old will serve to show how it is proposed to remedy defects that experience has brought to light.

Under the former régime the Crown, as represented by the Minister of Education, was, sometimes explicitly, but more often implicitly, a final arbiter, and even an active participant, in the government of the University. Now, the Crown has but one responsibility, the appointment, at stated intervals, of the members of the Board of Governors. Having selected the persons to manage the affairs of the University for the prescribed term of years, the Government of the Province ceases to have a voice in University matters, except that its sanction must be obtained to any proposed impairment of the University endowment.

The Board of Governors is to be the lineal successor of the old Board of Trustees, but with vast difference in powers. The authority of the Board of Trustees was strictly limited to the University finances; but the Board of Governors, while still absolute in financial matters, has the tremendous responsibility of making all appointments in the University, from that of the President down. It has also the power of vetoing statutes and enactments of the Senate, and is the final court of appeal for students dissatisfied with the decisions of the other academic bodies. These large powers are to be exercised by a body of twenty men, none of whom, except the Chancellor and the President (the only *ex-officio* members), may be the head of or a teacher in any of the Faculties, Colleges, or affiliated institutions which make up the University. Being thus an essentially unacademic body, the Board will doubtless pay considerable heed to the opinion of its only academic member, the President; indeed, it is safe to say that the President's views on academic matters will be accepted by the Board as long as he retains its confidence. When he no longer retains it, the Board has the power of demanding his resignation and appointing a successor.

Next in importance and authority to the Board is the President. As in the past, he is said to be the chief executive officer of the University; but the amplification, under the new constitution, of his authority and influence is almost as remarkable as the superior position of the Board of Governors to that of its predecessor, the Board of Trustees. First and foremost, the appointment, promotion, or dismissal of a teaching officer can only take place upon his recommendation. The Board will, in this important respect, have no power of acting in opposition to his wishes. Then, he becomes, *ex-officio*, the Chairman of the Senate, the body which will still exercise authority in the matter of prescribing courses of study and conducting examinations. In him, as Chairman, all the administrative functions of the Senate are focused, and thus one of the most conspicuous anomalies of the old system is at last removed. The President is also, *ex-officio*, the Chairman of the Faculty of Arts Council, and of the Caput (a new body, of which more presently), and a member of the other Faculty Councils.

The Senate, on the whole, is the body whose powers are least altered by the new Act. As before, the Senate establishes courses of study and conducts examinations, affiliates Colleges, decides on petitions from students, and makes recommendations on all matters touching the welfare of the University to the supreme governing body, now the Board of Governors, instead of the Provincial Government. But all statutes and enactments, except in exercise of the routine duty of passing the examination returns, must be submitted to the Board of Governors for ratification. The Senate has always performed most of its regular functions by means of committees; and the new Senate is provided for these purposes with statutory permanent committees in the various Faculty Councils, which consist of the entire

teaching staff in each Faculty, although members below the rank of professor have no vote. The functions of these Councils, besides disciplinary powers over students within the bounds of each Faculty, are strictly limited to the recommendation of courses of study, the conduct of examinations, and the hearing of students' petitions; and in all these matters their report or finding must be submitted to the Senate for ratification. With the Councils, therefore, virtually made standing Committees of the Senate, it becomes of interest to see how the latter body is to be composed, and it will be found that a nice balance has been struck between academic and non-academic members. About half the Senate will consist of professors and heads of colleges, the other half being elected representatives of the graduates; and it is provided that members of the various teaching bodies in the University circle shall be ineligible as graduates' representatives.

A new body, known as the Caput, is constituted, primarily to exercise disciplinary jurisdiction over students, where matters arise outside the jurisdiction of any of the Faculties or independent Colleges. The Caput is composed of heads of Faculties and Colleges with the President as its chairman, and the ultimate utility of this body is a matter of interesting speculation. A significant clause in the portion of the Act relating to the Caput is that which authorizes it to deal with any matters assigned to it by the Board or Senate. There is evidently room here for the evolution of very important powers, and the Caput may eventually command the most respectful attention from students of University administration.

The maintenance under the new Act of the peculiar position of University College is explained by the Commission's Report as due to the Federation agreement which preceded the Act of 1887. Although appointments in University College are made by the Board of Governors on recommendation of the President, just as in the case of appointments in the Faculty of Arts, yet the College retains its separate organization, its Principal, Council, and Registrar; and the proceedings of its Council are not subject to ratification by the Senate as are those of the Faculty Councils.

The present School of Practical Science, another academic body whose position in the University has been most anomalous, is reorganized as the Faculty of Applied Science, thus becoming an integral part of the University, duly subordinated to President, Senate, and Board, and financially supported by University revenues instead of by direct legislative grants as heretofore.

The only destructive change introduced by the new Act is the abolition of the office of Vice-Chancellor. Ostensibly only the Chairman of the Senate and deputy of the Chancellor for the purpose of conferring degrees, the Vice-Chancellor has really been for many years, in fact ever since the Act of 1853, the chief executive officer of the University. In the period from 1853 to 1887 the Senate was the University—examining and conferring degrees in all Faculties; affiliating colleges; negotiating with the Government, and with other universities; electing the majority of the Board of Trustees, and thus making its influence felt in University finance—while the teaching body, limited to an Arts Faculty, was railed off as University College, incapable of enlargement except at the will of the Senate, and, save for the personal influence and prestige of its President, without voice or power in matters pertaining to higher education. During this long period the power of the Chairman of the Senate was consolidated and became so firmly established that it was unshaken by the revolutionary Act of 1887 which re-established University teaching Faculties in Arts, Medicine, and Law, and gave the University a President. It will be a cause of regret to many who value the historic association of names, that the Vice-Chancellorship, which has been made illustrious by the devoted service and ability of several of its incumbents, should now disappear from the University annals. Doubtless a continuance of the office, disassociated from the Presidency, was inimical to the best interests of the University, and would have perpetuated that divided authority which has been so mischievous in the past. But the President might have been constituted *ex-officio* Vice-Chancellor, under that title presiding over the Senate and conferring degrees in the absence of the Chancellor, and thus the historic name would have remained as one of those survivals of constitutional evolution which are so characteristic a feature of British institutions.

K.—Report of the Commission of 1905-6.

To His Honour the Lieutenant-Governor.

The Commissioners appointed by Your Honour to enquire into and report upon the system of administering the affairs of the University of Toronto and of University College have completed their labours and respectfully beg to report to Your Honour the result of the inquiries made, together with such recommendations as appear to be warranted after a thorough examination into the conditions.

By the terms of the Royal Commission, dated the 3rd day of October, 1905, we were authorized to inquire into and report upon :

1. A scheme for the management and government of the University of Toronto in the room and stead of the one under which the said University is now managed and governed.

2. A scheme for the management and government of University College, including its relations to and connection with the said University of Toronto.

3. The advisability of the incorporation of the School of Practical Science with the University of Toronto.

4. Such changes as, in the opinion of the Commissioners, should be brought about in the relations between the said University of Toronto and the several colleges affiliated or federated therewith, having regard to the provisions of the Federation Act.

5. Such suggestions and recommendations in connection with or arising out of any of the subjects thus indicated as in the opinion of the Commissioners may be desirable.

Scope of the Inquiry.

In order that the inquiry might be as full and comprehensive as possible, it was decided to consult representatives of the various governing bodies of the University and University College, the heads of the federated universities and colleges and affiliated colleges, deans of faculties, and such other persons as might be deemed, by reason of experience or special knowledge, to have information of value on the subject. It was further resolved to examine the conditions existing in some of the principal universities at home and abroad in order to compare the workings of their administrative systems with that in vogue in the University of Toronto. It was also determined, in view of the strong interest exhibited by the graduates of the University in its fortunes and welfare, to afford opportunity for the Alumni, either within or without the Province of Ontario, to present to the Commission any suggestions and recommendations which their attachment to their *Alma Mater* might inspire them to make. We have held seventy-seven meetings and a great deal of valuable testimony, both oral and written, has been presented to the Commission.

We have thought it well to prepare and submit, in addition to our report, a bill embodying in detail the suggested provisions of the scheme of government.

It was with a strong sense of responsibility that we approached the task of devising a plan for the reorganization of an institution of the highest importance, at once to the intellectual life of the nation, and to its progress in the practical sciences needed to open to its youth the golden opportunities of an age of scientific achievement. We have done our best to equip ourselves for the work by visiting some of the leading universities of the continent and studying their methods of administration. Dr. Schurman, the highly successful President of Cornell University, was so good as to come to Toronto for a conference with us, from which we reaped great benefit. We wish to thank him and the authorities of other universities for their courtesy in answering the questions of the Commission, and for the personal attention shown to its members. Those of our number who visited the Universities of Wisconsin, Illinois, Chicago, Michigan, Cornell, Johns Hopkins,

Princeton, Columbia, Yale and Harvard greatly appreciated the courtesy and hospitality they received. With the constitution and administration of the English universities one of our members was familiar.

The Existing Situation.

The situation with which we were called upon to deal was complicated, both by the peculiar structure of the University, due to its origin and history, and by the fact that the advance of science and the extension of utilitarian ideas have changed and broadened the scope of university training everywhere. In this New World, with great natural resources to develop, and with an ever-increasing variety of material industries to attract the energies of young men, the objects of university education have been both multiplied and modified. The modern university, still cherishing the love of learning and intent upon the pursuit of knowledge, must adapt its courses of study to every phase of human progress. It must set the standard of public education. It must minister, in ways hitherto deemed to lie beyond its domain, to the practical as well as to the intellectual and moral needs of the country. The University of Toronto, as we now find it, with its federated Arts Colleges and theological schools, its Faculties of Applied Science, Law and Medicine, and its affiliated colleges, is a striking example of the revolution that separates the present from the past. Its reorganization twenty years ago occurred just when there had come over the academical world in general a reconsideration of previous aims and limitations. The English universities, which, in their early days, had been repertories of all the knowledge then existing, though in a scholastic form, had in later times become finishing schools of culture for a wealthy class, and those destined for the clerical and other learned professions. The only subjects taught were those specially adapted to the purpose of culture—Classics and Mathematics, with the addition, at Oxford, of Moral Philosophy and Logic. Both Oxford and Cambridge, moreover, were almost entirely in the hands of the clergy. Professors of Natural Science there were; but their subjects had fallen into abeyance and their lecture rooms were empty. The universities of the New World had, in the main, been formed after the pattern of those of the Old Country. But now came the age of science and of demand for an education which should not only cultivate the mind but fit for the practical occupations, and help to the prizes of life. Even Oxford and Cambridge, now reorganized, declericized, and relieved of tests by Parliament, have enlarged their courses of instruction by the admission of more modern and more practical subjects—Law, History, Political Economy and Natural Science. But unlike the teaching of Classics or Mathematics, the teaching of practical science required a very costly equipment; and, in Ontario, owing to the imposition of religious tests in King's College, the establishment of several denominational colleges had unfortunately distributed the resources of the Province in university education. There came into being more universities than the Province could support. When, therefore, the time to provide expensive science training arrived, reconcentration of resources and the appeal of a strong Provincial University to the liberality of the people became necessary. Denominational universities could not fail to perceive that it was only on a very narrow basis that they could henceforth hope to subsist on their own resources. But in the industrial and commercial communities of this hemisphere, the demand for the full recognition of practical science and its admission to the university curriculum was naturally more pronounced and pressing than in England. A great Canadian engineer was bewailing the opportunities which, for want of education in his line, were being missed by Canadian youth. Just across the line, Cornell was being carried rapidly to the front by the excellence of its Practical Science Department. It was at this juncture that the University of Toronto was organized on its existing basis.

In approaching the task of framing a new scheme of government to replace the old, we have been led to realize the duty which rests upon the people of the Province. The University of Toronto is a State institution.

It is dependent upon public aid for its existence and development. The maintenance of its efficiency as the crown of the educational system is a matter of supreme interest and importance. During sixty-five years the institution, under the varying conditions that have affected its welfare and usefulness, has borne a large and honourable share in national education. In its class rooms some of the best intellects of the country have been trained. The zeal and learning of its teachers, during two generations, have left an indelible impression upon the ranks of professional men, upon those who have engaged in public affairs, and upon the chief ornaments of the teaching body in our primary and secondary schools. It has also trained men of talent who have carried the renown of the University abroad, and who now, to the honour of their *Alma Mater,* and with credit to themselves, occupy places of the highest distinction in the educational world. Many of its professorial chairs are filled by its own graduates, whose literary and scientific achievements are part of the contribution which the institution has made to the national advancement. No university has better reason to be proud of its graduates and students, and if we speak plainly and fearlessly, as it is our duty to do, of its imperfections of government, we desire to be understood as holding in esteem the fame the institution enjoys among the universities of this continent. The State aid bestowed upon it has yielded a manifold return to the Province and the nation. The University should continue to be regarded as a trust handed on by its founders and the early settlers of the country to the present generation. The action of the Legislature last session proves that the Province does not wish to abandon one of the noblest of its obligations, or to cease to concern itself with the task of providing higher education for the people. A liberal policy in dealing with higher education is dictated by sound statesmanship and an intelligent outlook. The modern conception of university training imposes new and serious burdens, but these burdens are cheerfully assumed in every progressive country. It is felt that both intellectual and material advancement are intimately associated with the most thorough and complete instruction, especially in a new and growing community. If we are to heed the lessons of the past, neglect of these necessary measures would certainly entail a lower standard of national efficiency. This view has happily prevailed in Ontario. While maintaining the University of Toronto as a seat of learning in accordance with the inherited traditions of the Old World, the Legislature has not been slow to adopt a wide interpretation of what constitutes university training in our day. An agricultural college, of high repute for the excellence of its work in applying the discoveries of science to the pursuits of husbandry, has been established. The public funds have also been drawn upon for the creation of the School of Practical Science, the success of which in respect to the number of students and the variety of technical training provided is an indication of popular support and approval. Both these institutions supplement the work of the University and establish its claim to minister to the educational requirements of all classes and interests.

The labours of the Commission, therefore, have been directed not to the severing of the connection between the University and the State, with which it is inseparably associated to the welfare and honour of both, but to submit such changes of administrative machinery as may tend to harmonize and unify its somewhat disjointed parts and lend new vitality to the whole system. A method has been sought by which the Province might adapt from the experience of other State institutions a plan suited to local conditions. But the inquiries have been pursued for the purpose of reconstruction rather than of destruction. We have been mindful of the fact that the University of Toronto, although faulty in its scheme of government, has a history and tradition peculiarly its own. In seeking to apply a remedy to an imperfect set of conditions, we have not forgotten that these conditions are not exactly reproduced anywhere else, that they have sprung from exceptional causes incident to the educational situation of Ontario, and that an ideal scheme of university government, pleasing in theory, and apparently fortified by examples at home and abroad, might easily prove unworkable here.

Nor should it be overlooked that the future expansion of the University, not less than its present needs, is a consideration of vital moment. We have a right to assume that in the years to come the University of Toronto will more and more assert its influence in the national life of Canada; draw to its academic halls students from every part of the continent, and, as a fountain of learning and a school of scientific research, worthily maintain the reputation of the past. To limit our vision to the possibilities of the immediate future would be a narrow policy. A scheme of government created to-day must keep in view the gradual but certain enlargement of half a century hence.

Historical Retrospect.

Much of the complexity of the system of administration is due, as we have said, to the history of the University's origin and development and to arrive at a clear understanding of the present situation, it is necessary to recall some of the salient points of the record. The Provincial University is essentially the creation of the State. It found a place in the earliest programme of legislation evolved under settled government. Simcoe, the first Governor of Upper Canada, suggested, in 1790, the establishment of "a college of a higher class." At the close of his term of office, five years later, he advocated the setting apart for university purposes of a portion of the Crown domain. The Legislature of 1797 recommended the carrying out of this policy, and ultimately 295,705 acres of land were thus appropriated for the endowment and maintenance of the University. In those early days the carrying out of ambitious projects of education was beyond the resources of the country. To Dr. Strachan was due the actual realization of the plan so long advocated. The charter he secured for the University of King's College in 1827 provided for "the education of youth in the principles of Christian religion" as well as "instruction in the various branches of science and literature." But it contemplated a distinctively Church of England institution. The Visitor was the Bishop of the Diocese. The President and professors were to be members of the Anglican Church, although no religious test was to be required of the undergraduates or of the graduates, except of those in divinity. The opposition aroused by the terms of the charter delayed the opening of the college. The Legislature in 1837 passed amendments to the charter with a view to modifying its denominational character. The Judges of the King's Bench were made the Visitors, and the President and professors were not required to be members of the Church of England. A college council of twelve members, with the Speakers of both branches of the Legislature, and the Attorney-General, was created. The authority and control of the State were thus clearly emphasized before the institution actually came into existence and began the work of instruction. It was hoped that the Province, in which widely different phases of religious thought were a marked characteristic of the population, would accept the amended charter as creating a university entitled to the confidence and support of all.

This hope proved delusive. The Governor in 1837 was Sir Francis Bond Head, who exerted his influence to prevent a more complete modification of the charter, and was successful to the extent of securing to the authorities of one church the guidance and control of the University. To the troubled period preceding the opening of King's College belongs the organized opposition of other churches to the project and the establishment of two denominational institutions, that of Victoria College at Cobourg by the Methodists, and that of Queen's College at Kingston by the Presbyterians. The corner-stone of new buildings for the University of King's College was laid on the 23rd of April, 1842, and the formal opening of the college took place on the 8th of June, 1843. On both occasions the proceedings were marked by such ceremonial as implied the predominance of the Church of England. The Bishop of Toronto was the first President. Although disappointed in the changes made in the charter, it was evident from the sentiments he expressed that Dr. Strachan had determined to make the best of the new conditions, and to mould, as far as possible, the character and policy of the institution

in the form originally planned. This caused the other religious bodies to persevere in the upbuilding of their own colleges, while they maintained an unceasing agitation against the State endowment for higher education being utilized for the benefit of one church.

This movement forced the University question into the forefront of party politics. Several attempts were made to pass bills settling the matter. In 1847 the Draper Administration proposed legislation to assume control of the property and distribute the revenues among the colleges of the various religious denominations. Under this arrangement the Anglicans were to receive £3,000 per annum, the Methodists, Presbyterians and Roman Catholics £1,500 each. The bill was one of the last acts of a dying Administration, evoked no strong support in the country, and failed to win the approval of Dr. Strachan. The measure was thus fortunately doomed, and was withdrawn. The Government fell and the possibilities of a State university were improved rather than injured by the delay. Time was given for the sentiment in favor of an institution acceptable to the whole country to rally and assert itself. The views of the different religious elements were ascertained, in order to supply a basis for future legislation, and a growing opinion that the State endowment should be utilized for the common benefit steadily made itself felt.

To Robert Baldwin, and the Government of which he was the head, the country owes a declaration of the principles of State education which, in one form or another, has ever since been influential in defining the status and underlying purpose of the Provincial University. The Act of 1849 may justly be regarded as the real charter of the institution. It enunciated, with a wisdom and liberality far in advance of the ideas then dominant, the principles which ought to govern the management of a great endowment set apart by the State for higher education. The acute and unfortunate controversies of twenty years had inflamed sectarian bitterness, and obscured the real objects sought to be obtained by a university supported from the public funds for the common welfare. To Mr. Baldwin's clear and unprejudiced mind there was but one course to pursue in dealing with an educational trust intended for all. The different religious bodies had created colleges of their own, primarily for theological training, but naturally for general culture also. The Act of 1849 aimed at making the State university a common ground for the youth of the country irrespective of creed. It was unsuccessful because the movement for separate colleges had gone too far. It assumed that these institutions would abandon their degree-conferring powers, and group themselves amicably around the State university. It created a system of administration which, under the circumstances, was unsuitable, and had soon to be modified. But it set forth the noble ideal of a well-equipped and powerful university for a complete training in the liberal arts and sciences, leaving to the religious bodies the exercise of those special influences which make for moral discipline and the development of Christian character. With the assent and co-operation of the colleges, this basis for the settlement of the University question might have been final. It lacked, however, the guarantee of permanance, because the colleges were established at distant points and could not without financial assistance be concentrated in Toronto, which was the seat of the University. Granted the more favorable conditions happily existing to-day, or which even then might perhaps have been produced by a bolder policy in Parliament, Mr. Baldwin's measure would have been a triumph of statesmanship.

In this Act are to be found some of the features of the existing constitution. The name of the institution was changed to the University of Toronto. The Governor of the Province was made Visitor. In future the Chancellor was to be elected by Convocation, and the Vice-Chancellor by the Senate. Faculties of Law and Medicine were created. The Caput, a kind of cabinet subject to the Senate, was called into being. The Senate was given extensive powers in respect both to executive control and to legislation. Its statutes were subject to the authority of the Crown only. It was, in fact, the governing body of the University, discharging the powers of the Crown in all essential matters. Even in the appointment of professors the Crown selected

one of three names submitted by the Senate. The secularization of the University was provided for by regulations which are perfectly consonant with the public policy of the Province to-day. They afforded no real ground for the cry against a "godless university" that ensued. The Faculty of Divinity was abolished, the right to confer theological degrees taken away, and all religious tests were forbidden. The chief defect in the new law was its failure to secure the friendly alliance and co-operation of the denominational colleges. Although they had come into existence because the State endowment had for years been monopolized by one church, no concession was made to them as the price of yielding up their university powers. The annual revenue from the endowment when in excess of the expenditure was to be added to the capital. The complaint of "godlessness" became so general and menacing that in the following year an amendment was passed giving the University authorities power to enforce the attendance of students at religious services and to exercise a stricter supervision over their morals and conduct. The discontent of the denominational colleges was not appeased, and it soon became evident that further legislation was required in the interest of educational unity.

The Act of 1853 was the next great step in the progress of the University. It asserted once more the principle of a State university uncontrolled by denominationalism, and, as events proved, fixed for upwards of thirty years the conditions under which the institution was to do its work. The Act is remarkable in several respects. Its aim was to provide for the affiliation of the denominational colleges, to secure their aid and consent in the creation of a common standard of higher education in the Province, and without exacting the relinquishment of their degree-conferring powers, to induce them to contribute to the gradual upbuilding of a great central university in the administration of which they would share. To maintain intact a State college, undenominational in character and separate from the University, was one of the chief objects of the measure. In this way University College was constituted. The only concession to the continued demand for a share in the State endowment by the religious bodies was the provision that the surplus of revenue over expenditure, instead of being added to capital, was to be distributed among them. No such division was ever made, because the State college absorbed the whole of the revenue. This condition of things brought about in later years renewed criticism of the University. Parliament issued a Commission to inquire into the financial management, and made grants to the denominational colleges from the Provincial revenues as compensation for their failure to obtain any portion of the funds of the State university. When these grants were discontinued in 1869 by the Government of Mr. Sandfield Macdonald, shortly after the erection of Ontario into a distinct Province, the University and University College were left in supreme possession of the State endowment. Despite the changes and vicissitudes occasioned by new legislation, by alterations in the administrative machinery and by recurrent political agitation, the principle asserted by Mr. Baldwin in 1849 was ultimately victorious, although in another form. The maintenance of University College, with adequate State endowment, and on strictly non-sectarian basis, has thus become firmly embedded in the educational policy of the Province.

Like its predecessors, the Act of 1853 was unsuccessful in unifying the university system of the Province. The denominational institutions continued to be sustained by the self-sacrificing pride of their respective supporters. Bishop Strachan had added one to their number by calling Trinity College into existence. The Provincial University had, therefore, arrayed against it for some years the powerful influence of the militant element of several churches, and it is striking proof of the hold on the public at large possessed by the idea of undenominational higher education that, during a period when party feeling ran high, and Ministries with narrow majorities in Parliament were searching in every quarter for political support, the University of Toronto was able to retain the State endowment, to develop its teaching facilities, to erect costly buildings, to strengthen itself in popular confidence, and to resist the repeated efforts made in and out of Parliament

to wrest from it the distinction and authority of State support. The provisions of the Act of 1853 are chiefly of value for the light they throw upon the present inquiry by reason of the changes in administrative methods deemed necessary to reconstruct and harmonize the whole university system of the Province. They do not of themselves supply a remedy for the widely different conditions with which we have to deal, nor do they in form or in substance furnish a basis for a scheme of government such as we are asked to suggest. The early charters of the University of London were avowedly the models upon which the new constitution was drawn. The object in England had been to prevent the rise of little universities with the right to grant degrees. The Government, therefore, resolved to institute a body which should examine, but not teach. The two great London colleges were University College and King's College, and these, with several medical schools, were affiliated with the University. Following this plan the functions of the University of Toronto were limited to the granting of degrees in Arts, Medicine and Law, and the awarding of scholarships and prizes. The governing body was the Senate, all the members of which, including the Chancellor and Vice-Chancellor, were appointed by the Crown. (In 1858 the Vice-Chancellorship was made an elective office.) In the event of the Crown not filling vacancies in the Senate, that body might, when its members fell below ten in number, elect suitable persons, being British subjects, to the vacant places. The Governor was continued as Visitor. The statutes of the Senate were approved by the Visitor before going into effect. The undergraduates of all colleges in Upper and Lower Canada, incorporated by Royal charter or by Act of Parliament, could be candidates for the degrees. The Senate could decide what medical or law schools were to be recognized for the purpose of granting degrees. University College was managed and governed by a President, Vice-President, and a Council made up of the professors. The President and other members of the staff were appointed by the Governor. There were to be no religious tests, and no professor or teacher of divinity. The provisions of Mr. Baldwin's Act of 1850, respecting the supervision of the conduct and morals of the students and their attendance at public worship in their respective churches, were continued. Professorships in Medicine and in Law were abolished, "except in so far as the same may form part of a general system of liberal education." For twenty years the constitution thus outlined formed the University scheme of government, and when, in 1873, a new University Act was passed, the relations of the Provincial institution to the religious colleges were not dealt with. The Act of 1873 provided that the Chancellor should be elected triennially by the graduates, and the Senate was reconstituted. Exclusive of the Chancellor and *ex-officio* members, it was to consist of twenty-four members, of whom fifteen were elected by the graduates and nine appointed by the Lieutenant-Governor. A representative was given to the High Schools of the Province. In the same year the Act establishing the School of Practical Science was passed, "for instruction in mining, engineering, and the mechanical and manufacturing arts." The School was to be under the direct control of the Provincial Government, and authority was given to make arrangements for the attendance at lectures in University College by students of the School, and, also, for the affiliation of the institution with the University, but "only to the extent of enabling students of the said School to obtain at the examinations of the said University" degrees and honours in Science.

The Act of Federation.

The time for a momentous change was now at hand. The withdrawal of the legislative grants had embarrassed the denominational colleges. The financial needs of the Provincial University were pressing, and there was active resistance to increased State aid. The demands of science, with the expensive laboratory teaching which it entailed, became imperative. The foundation and rise of Cornell University forced upon the Canadian universities the alternative of setting up a costly equipment or of seeing their stu-

dents go to the United States for training. The emergency, long foreseen by the few who had bestowed attention upon the scope and tendency of the modern university, came suddenly upon many who were unprepared to grapple with it. The situation in Ontario was indefensible. The resources of the people were being spent upon several universities, when one would have sufficed. As early as 1874 one of our body, in an address at Trinity College, pointed out the evils of a system of separation. While such a system prevailed it was impossible to have a great university. The idea of a national university was thus fairly started.

The beginning and culmination of the federation movement embody the most important considerations with which the Commission has had to concern itself. Our instructions enjoin us to have regard to those provisions of the Act of 1887, as re-cast by the Act of 1901, which affect the affiliated and federated bodies. Even in the absence of such instructions the obligation to regard these arrangements with an intelligent sympathy would naturally occur to any body anxious to reach a conclusion just to all concerned. Animated as we are by this spirit, we must still state with candour that federation, in itself desirable and necessary, took a form that has laid it open to objections. The existence of this Commission is convincing evidence that the arrangement lacked the essential element of permanence, and, as a working basis of union, has proved unsatisfactory. Making due allowance for the difficulties of the case we cannot refrain from remarking that a federation which, within the four corners of the Act, contemplated its own termination at the will of the federated colleges, and which gave them power to resume after short notice all the rights of their original status, tended neither to harmony nor strength. Fresh representations, from time to time, with a view to amending the Act, were almost invited by such a provision.

The negotiations which led up to the Act of 1887 may be briefly summarized. The Commission, in examining the whole question, has been in possession not only of the official documents printed by order of the Legislature, but the records placed at its disposal by the Chancellor of Victoria College, and the Provost of Trinity College. The Minister of Education (Hon. G. W. Ross) invited the authorities of the various universities and colleges in the Province to meet in Toronto on the 24th July, 1884. The persons thus called together were the Vice-Chancellor of the University of Toronto, the President of University College, the Chancellor and Principal of Victoria University, the Chancellor and Principal of Queen's University, the Chancellor and Provost of Trinity College, the Principals of St. Michael's College, McMaster Hall, Wycliffe College, Knox College and Woodstock College, and a representative of the Congregational College of British North America. The deliberations of the conference were private. No report of the discussions was made public and no evidence was taken. The conclusions of the conference were expressed in a statement embodying the views of the majority, and upon it was based the Act of 1887, known as the Federation Act. The essential points of agreement were:

1. A confederation of colleges in Toronto carrying on work embraced in the Arts curriculum of the Provincial University.
2. Representation of the federated colleges and universities in the Senate.
3. Graduates of the federated universities to be admitted as graduates of the Provincial University *ad eundum gradum.*
4. Graduate representation in the Senate of the federated universities, to cease after six years.
5. University College to give instruction in Latin, Greek, Ancient History, French, German, English, Oriental Languages and Moral Philosophy, and to have the power of instituting additional chairs which do not exist in the University.
6. The organization of a teaching faculty in the University with facilities for adequate instruction in a stated list of subjects free to all students of the University.
7. The State endowment to be applied to the maintenance of the Provincial University, the University Faculty, and University College.

Those who took part in the proceedings of the conference were favorable to the general principle of federation, although in matters of detail there were differences of opinion. That the desire for consolidation outweighed any objections to the plan is natural when it is remembered how urgent were the financial needs of the Provincial University, and how critical the situation from the standpoint of the independent universities. By united action, it was hoped the Legislature could be induced to provide the funds for a great advance in the facilities for higher education, while the religious bodies would be relieved from the necessity of making heavy drafts upon the generosity of their supporters. There were some misgivings on all sides. Two of the universities concerned, Queen's and Trinity, ultimately withheld their consent to the union. It is to be regretted that the more comprehensive plan was not pressed. The reluctance of the federated bodies to resign their independent existence sprang from causes honourable to them. It arose from pride in their own colleges, and a doubt whether the relinquishment of advantages gained by so much sacrifice and loyalty was a wise step. The acceptance of federation by Victoria in 1890, and by Trinity in 1903, creates a situation which the friends of the Provincial University venture to hope may be permanent.

Defects of the Present System.

The situation with which the Commission is appointed to deal presents for the reasons we have indicated a mass of perplexities and anomalies. The scheme of government now in existence would never have been deliberately created if efficiency of administration and the academic interests of the University had been solely kept in view. The organization of 1853, modified by the changes of 1873, was in itself imperfect. The adoption of federation in 1887, by which the University became a teaching body, with provision for the grouping of Arts colleges around it, was a complete reversal of the conditions under which the University of London was selected as the model constitution. The various governing bodies have thus been partly a reflex of the British and partly of the American models. The University has a Chancellor, a Vice-Chancellor, and a President, each with vaguely defined functions. As a means of perpetuating a divided control no better method can be conceived. Instead of centralized responsibility we have had divided authority. Upon the effect of this on the prestige of the University, on the strength and coherency of its policy, and on the discipline of its students, there is no need to dwell. The office of Chancellor has possessed few of the attributes of real power. The office of Vice-Chancellor has been occupied by some of the most influential and devoted friends of the University, but their efforts could not be crowned with permanent results owing to the limitations of the position. The office of President, by the imposition of multifarious duties and the absence of large initiatory powers, has been reduced to comparative impotence.

We have no doubt that one of the principal contributory causes of this condition is the exceptional and unsatisfactory method by which the powers of the Crown in relation to the University have been exercised. No parallel to this method exists either in Great Britain or in North America. The State-owned and State-supported universities of Michigan, Wisconsin, and other States of the American Union offer the closest examples for comparison. In these cases the State invariably delegates its power to trustees or regents. These trustees are either appointed by the Governor of the State or are elected by the people. To administer the affairs of a State university by a political government, occupied with different matters, constantly changing its party character, and gifted with no special talent for the management of universities, has not commended itself to a practical and progressive people. We see no ground for the belief that this plan of direct State control, rejected abroad and in ill-repute at home, can be made a success in this Province.

Another inherent defect in the administrative system is the lack of a clearly defined distribution of authority in matters of academic policy. This is partly due to the plan of federation itself, but is intensified by the exist-

ence of several governing bodies with overlapping powers and with liberty to act independently of one another. It is also seen in the slackness of the federal bond which seems to assume at every turn the possibility of sudden termination. The Senate, with guaranteed representation for the federated universities and colleges, is a fluctuating body which delegates its most important work to committees. The University Council is not constituted so as to promote unity of action either in an executive or advisory capacity. The Council of University College is unable to invite and secure that co-operation with the faculties of the other Arts Colleges and the University Faculty which would promote academic efficiency. The absence of proper machinery for the direction of the student body in its various relations and for the maintenance of order is also a source of difficulty.

A remedy for these defects could easily be found in the complete recasting of the University constitution, but as regard is to be had for the rights of the federated members, other means must be sought. A co-operation of the various bodies, the creation of a simpler central authority, and a clearer definition of the place and working of each part in the whole scheme is the course which, after careful investigation, appears to be the most feasible and desirable.

The University has also suffered, through a long period of years, from an insufficient revenue. The effects produced by financial stress and strain need no description. At the time when expansion in University work is almost indefinite and imperatively required, if our national equipment for higher education is to keep pace with the demand, the policy of crippling the State university is short-sighted and might prove disastrous. We have already referred to the duty of the Province in this respect. Not less is it the interest of the State to devote a generous share of the public funds to the development of an institution so intimately associated with the material interests of the country. Canada must train her own sons to be her captains of industry. The agricultural, mineral and forest wealth and the water power of this Province call for a practical capacity and a specialized knowledge which only a modern university can supply, and it is the happy function of the Legislature, not only to sustain the moral influences that come from higher education, but to contribute to the national prosperity by adequate votes of money for the training of youth.

We are strongly of opinion that the University's claim for increased endowment cannot, either in wisdom or in safety, be delayed or resisted.

Outline of Suggested Reconstruction.

In drawing up a scheme of government for the University, we have kept in view and have had regard to those special conditions which cannot be ignored if the suggested reforms are to be practicable and effectual. The considerations that have thus weighed with the Commission are: First, that the University has a history and traditions expressed in the structure of its constitution; second, that it is a federal institution uniting in one field of operation the training given by the State with the training given by several religious colleges; third, that the purpose of the reconstruction is to simplify the system and co-ordinate the duties and powers of the various bodies; fourth, that the University is the possession of the people of the Province and should be so governed as to produce the highest type of educational service consistent with the resources placed at its command; fifth, that the support given by the State should be measured only by the educational needs of the people. To this end we may briefly summarize the principal conclusions to which we have come :

1. The powers of the Crown in respect to the control and management of the University should be vested in a Board of Governors, chosen by the Lieutenant-Governor-in-Council, and subject, by the method of appointment and by the regulation of their proceedings, to the perpetual authority of the state.

2. The Senate, with its legislative and executive powers and based upon the principle of representation of the federated and affiliated institutions and the faculties and graduates, should direct the academic interests of the University.
3. The School of Practical Science should be united with the University as its Faculty of Applied Science and Engineering, and the same intimate connection should, as far as practicable, apply to the relations of the Faculty of Medicine to the University.
4. University College should continue as now constituted, with a Principal, Faculty Council and Registrar of its own, its administration being under the direction of its Faculty Council, subject to the control of the Governors, and appointments to the staff being made on the recommendation of the President of the University.
5. There should be created a Council of the Faculty of Arts, composed of the faculties of all the Arts colleges and representatives of the federated colleges, and a Council for each Faculty.
6. There should be created a Caput or advisory committee, having authority in certain matters of University discipline, which may act as advisory to the President.
7. The office of Chancellor should be retained, its occupant to be elected by the graduates and to preside over Convocation, and confer degrees.
8. The office of Vice-Chancellor should no longer exist, its functions and duties being transferred, in certain respects, to the President.
9. The office of President should be clothed with additional powers, making its occupant in fact as well as in name the chief executive officer of the University.

The plan of reorganization, of which the above is a synopsis, aims at dividing the administration of the University between the Governors, who will possess the general oversight and financial control now vested in the State, and the Senate, with the Faculty Councils, which will direct the academic work and policy. Upon these two executive branches and whatever dependent machinery may be set up to carry out their authority, the whole administration should rest. They are designed to be the permanent agencies in the system of government, with their spheres of operation clearly defined and the functions of each duly prescribed. To the Governors will fall the guidance and management of the University in the broad sense, now divided between the Lieutenant-Governor-in-Council and the Board of Trustees. To the Senate will be assigned the duty of determining the extent and character of the teaching work of the University and University College, the suggesting of new faculties, departments and chairs, approval of the courses of study, the conferring of degrees, and the whole range of subjects included in the academic programme, subject in most cases to the approval of the Board. The Governors and the Senate, between them, comprise those portions of the administrative system which will probably not be altered in the process of time. The other parts of the system may be changed or modified as experience suggests.

The connecting bond between the Governors and the Senate should be the President. His identification with the academic side of the University life makes him the natural channel of communication between the two. His powers should be sufficiently defined to constitute him the general executive officer, subject to the Governors, and the representatives of those special University interests which are under the guardianship of the Senate.

The Board of Governors.

To administer the affairs of a great University with vigour and distinction is well-nigh impossible unless the central authority is strong and devotes itself without ulterior interests and motives to the single purpose entrusted to it. The history of the Provincial University has demonstrated the disadvantage of direct political control. Despite the zealous efforts of statesmen and educationists the University became on many occasions

in times past the sport of acrimonious party disputes. Its interests were inextricably confused in the popular mind with party politics, although with these it had, in reality, little concern. The various Ministries which at different times since 1839 have tried to reconstruct the system of administration, instead of handing over to the authorities of the University the carrying on of its affairs, reserving to the State the power of controlling and resuming the trust if conditions rendered that proceeding advisable, burdened themselves with a responsibility which, in many respects, they were unfitted to discharge. The fruits of this policy have been a gradual decline of public sympathy with the pecuniary needs of the University, and an element of uncertainty and impotence in its internal management. The progress of the University has been due to its situation in the richest Province of the Dominion, to the prestige of connection with the State, to the talents of its professiorate, and the too often unappreciated labours of its governing bodies. Under circumstances that were at times discouraging, and subject to influences that tended to disintegration rather than development, a task demanding unity of aim and concentration of energy has been sustained with difficulty. A complete change is imperative if the University is to fulfil the high purposes which modern educational conditions have made essential to the well-being of the country.

We have examined the governmental systems of other State universities upon this continent and have found a surprising unanimity of view upon the propriety of divorcing them from the direct superintendence of political powers. In Minnesota the Governor appoints a Board of nine regents, with three additional *ex-officio* members. In Wisconsin the regents are appointed by the Governor, while in Michigan they are elected by the people of the State. The tradition in these and other States is to keep the university free from party control. The regents may be party men, but it is generally a custom to reappoint them, whether the Governor for the time being is of the same political opinion or not, so that the two political parties are represented on the Board. In earlier days traces of political influence were seen, but the tendency now is for the Legislatures to vote the necessary supplies without hesitation, and to leave to the university authorities the management of the institution. The position of regent is considered a high honour, and is bestowed upon some of the chief citizens of the State who serve without remuneration. It is found by experience that the Legislatures do not cease to act with generosity because the university is not a department of the State Government. The contrary is the case. The State universities flourish under a system which frees them from party interference.

A proposal to delegate the powers of the Crown to a Board of Governors is dictated by the desire to impart strength, continuity and freedom of action to the supreme governing body. It is in accord with the practice of other communities possessing State universities, and is supported by the unanimous testimony of those whose advice has been sought. It is designed to secure an instrument of administration truly representative of the whole Province.

In order that no part of the State's authority shall be surrendered, and that the University shall retain the advantages and enjoy the dignity of State support, we recommend that the Governors be nominated by the Lieutenant-Governor-in-Council. The suggestion that some of them should be elected by the graduates was the subject of long and careful consideration. The loyal affection of the alumni for their *Alma Mater* we recognize as a valuable factor in the formation of public opinion favourable to the interests of the University. This feeling is one honourable to the graduates themselves, and in the case of privately-endowed universities has been productive of much benefit. The Chancellor, whose office has existed since the foundation of King's College, is chosen by the votes of the graduates and has a place, *ex-officio*, on the governing Board. This office, in our opinion, should be preserved. The President should also be a member, *ex-officio*, of the Board. With these exceptions the Governors should be named by the Lieutenant-Governor-in-Council. In our opinion no step should be taken to lessen the responsibility of the Legislature for the efficient management and support of the institution. To confer upon the graduates the power to elect some of

their number to the Board would divest the State of its full control of the governing body. This, in our opinion, would be unwise. We assume that in the selection of Governors, the Government will not from time to time overlook the claims of suitable persons who are graduates to membership on the Board and thus confer the distinction without impairing the authority of the Crown over the University. This authority should be fully asserted in three ways, first, by the provision that of the fifteen Governors all except the two *ex-officio* members should be appointed by and be removable at the pleasure of the Lieutenant-Governor-in-Council; second, that detailed statements of the expenditures and the investments should be annually furnished to the Government; and, third, by the provision that no expenditure involving any encroachment on the endowment should be made without the sanction of the Lieutenant-Governor-in-Council.

With these limitations, designed not to hamper the governing body in the management of the trust, but to preserve unimpaired the control of the State, the Governors would exercise all the authority which is needful.

The Governors, if fifteen in number, would be sufficiently numerous to permit of their being drawn from different parts of the Province. They should be representative men. The position of Governor is one of such dignity and importance as to command the services of the most influential and experienced. The Government should appoint the chairman of the Board. The term of appointment we suggest is six years, three of the members of the first Board retiring at the end of two and five at the end of four years. This ensures a more or less permanent body frequently recruited by the Government from those who represent the latest phases of University opinion or possess other desirable qualities. The Board, therefore, would be in touch with public sentiment. While the duties and responsibilities of this new governing body in respect to the finances of the University are analogous to those now discharged by the trustees, the enlarged status and privileges conferred distinguish it completely from the Board it displaces. The Governors may be expected to regard the high trust they are to assume from the broadest standpoint. The University is a federal institution. The vitality and prosperity of every federal unit of it will determine the success of the whole. The Governors, having no party interests to serve, and no personal ends to promote, not being representative of a particular college or its interests or of the State institution alone, should command the confidence of the Province. The power of appointment should be vested in the Governors, the appointments to the teaching staffs of the University, of University College and all Faculties controlled by the State being made upon the recommendation of the President.

The Senate.

By the federation Acts, the Senate is an essential element in the University constitution. To abolish it would disturb the harmony at present existing, and re-open controversies which it would be inadvisable to revive The labours of the Commission have been directed to strengthening the bond of federation rather than to impairing it by suggesting drastic modifications which would probably bear fruit in discontent and suspicion, if not actual disruption. By their representation in the Senate, the federated institutions are secured in their right of sharing in the determination of academic policy. They are given a voice in the framing of the courses of study, the prescribing of the conditions for granting degrees, as well as in legislation affecting other academic matters in which they are interested. They are also guaranteed against radical alterations in the division of subjects in Arts between the College and the University. This division of subjects is an illogical arrangement, but the Commission does not desire to interfere with it, since it is part of the existing understanding between the University and the federated bodies. At present, changes in this division of subjects cannot be made without the unanimous vote of the Senate. The power to change should be made conditional upon the decision of the colleges affected, without requiring unanimity in the Senate.

The Senate, owing to its representative quality, is necessarily large and the attendance fluctuates. Much of its work has, in practice, been relegated to committees. Experience has shown that the reports of these committees must, in general, be adopted without debate, if the transaction of business is not to be unduly delayed. The Senate, therefore, has in process of time become a deliberative assemblage where the larger questions of academic concern are reviewed and discussed. It brings together representatives of the State college and State faculty, of the federated and affiliated institutions, and of the graduates. The Collegiate Institute and High School teachers have also been permitted to send two members to represent them, and as the secondary schools have a strong interest in the course of study and the standard of matriculation, and as the University ought to enlarge its facilities for the training of teachers, their representation in the Senate should be increased. The proportionate representation of the colleges, through their faculties and graduates, should be respected; and in order that the graduates should contribute to the Senate the stimulus of intelligent encouragement and criticism from their own ranks, thus helping to keep the University more intimately in touch with the outside world, we recommend that members of the teaching staff shall no longer be eligible as candidates for the graduate vote. No one within the University should have any disposition or inducement to meddle with the choice of the graduates. The Faculty representation should be equalized and increased, and the composition of the Senate as a whole, while distinctly academic in its quality and outlook, should provide for a sufficiently large non-academic element. Having developed into a ratifying and deliberative body, the Senate need not be called together as frequently as heretofore.

The work now performed by the Senate committees might properly be transferred to Faculty Councils, and with this devolution of authority we shall presently deal.

The Office of President.

The autocratic presidency is associated in the popular mind with many universities in the United States. The growth of duties that are chiefly administrative in modern universities demands a man of unusual executive ability, and if he is, in addition, a man of academic distinction, he naturally becomes the outstanding figure and the ultimate source of authority. Both in the privately-endowed and State-supported universities of the Republic force of character and the talent for administration readily secure for the President large powers. Usually there are no specific enactments giving to him the extensive authority which he exercises. As a rule, the personality of the man determines the extent of his powers. There is common, although not unanimous, acquiescence in this method of control. The situation is not without its dangers, and there is observable some tendency to question the advisability of one-man power with its possible effect of weakening the other parts of the system.

In Canada the influences have been in contrary direction. The changes made from time to time in the constitution of the University have, rather from accident than design, reduced the powers of the President to a degree which has provoked from one quarter the ironical remark that it might be in contemplation to abolish the office and thus effect a saving of salary. This was actually the condition during the twenty year period following 1853, the position retained being that of President of University College, who was not a member of the governing body of the University. To this may, perhaps, be traced the reluctance in subsequent legislation to assign to the Presidency any particular importance in the general scheme of administration. By the Act of 1873 the President was given a place in the Senate, and when federation was authorized in 1887, and the University became a teaching body, the functions of the office were necessarily enlarged, although the Vice-Chancellor remained chairman of the Senate, and thus divided with the President the chief place in academic matters. When the University Act was revised in 1901 the duties of the position were set forth in some detail,

but not with the effect of enhancing its authority or making it a working force. The practice and traditions of half a century, therefore, have tended to curtail the power of the President, and to deprive the University administration of that directing executive quality which in every department of effort in the modern world is regarded as indispensable.

To rectify this blunder it is unnecessary to advocate the creation of an autocrat, or to magnify one portion of the system at the expense of the others. By delegating to a Board of Governors the general control of the University and leaving to the Senate general oversight of academic matters, the office of President assumes its natural place, and may be clothed with such authority as may greatly tend to strengthen and simplify the machinery of government. At present when appointments are made by the Lieutenant-Governor-in-Council, when the purse is controlled by the Board of Trustees, when the Senate, with the Vice-Chancellor as chairman, directs academic policy, and the President is also one of the teaching staff, the Presidency is not made an office of sufficient importance in the University. The head of a great university, to be influential, must have wide powers, but he need not be supreme.

We believe that the Governors, as representing the Crown, should select the President. As their appointment for short terms ensures their acceptability to the public, so he, owing his appointment to them, must work in harmony with them, and be amenable in all respects to their supervision. The test of his success as an administrator will be his ability to secure the co-operation of the Governors since, lacking their ratification of his acts, all his efforts must be futile.

He should be relieved of all teaching duties. He should be a member, *ex-officio,* of the governing body, but not its chairman. He should preside at meetings of the Senate. This would bring him into constant and intimate contact with both the business and the academic side of the administration. He should be, in general, the channel of communication, between the Governors and other academical bodies. The President should possess those academic sympathies and qualifications which would make him a suitable chairman of the academic body, the Senate. He should also preside over the Council of the Faculty of Arts, of right attend meetings of all other councils, and be given power to summon meetings of any faculty, or joint meetings of faculties. This would centralize responsibility, the lack of which, in our judgment, has been one of the serious defects of the present system. The distribution of power over so many agencies, with the final appeal to a political Ministry, entails upon the executive officer of such a system a continual effort to reconcile conflicting elements, without in the end being able to enforce the decision.

The question of making appointments to the staff concerns the very life of the University. It is clear that the governing body should make all appointments. The method of procedure is of the first importance. Every possible assurance should exist that the efficiency of the staff is not determined on any other ground than that of merit and quality. In the case of a University with a history extending over sixty years, there is sure to be abundance of evidence to serve as a warning of what to avoid and to suggest the best method of filling vacancies, making promotions, and deciding upon retirements. The right to recommend should rest with the President, who, as the academic head, is the natural adviser of the governing body. Without his recommendation the responsibility of action would be divided. Appointments, therefore, should be conditional upon his nomination. The President, under such circumstances, would necessarily consult with those distinctly qualified to give him advice. The fact that the Governors would hold him responsible for the character and fitness of the appointment would render him careful to exhaust every possible avenue of information. It would entail a constant search for promising men in every department of university work, and compel the President to have a knowledge of the standard of ability required in other universities which he would be free to apply at home. The spirit in which this duty would be discharged, and the measure of success attending it would go far to indicate his own fitness. The highly

important, and, at times, delicate task of ensuring the maintenance of the quality of the work done by the individual members of the staff, is also best performed by the President.

The Chancellor and Convocation.

It has already been said that the office of Chancellor, which secures to the graduates an elective representative on both the Board of Governors and the Senate, should be retained. Its abolition would eliminate from the University system a position created in the original Royal Charter of King's College, and possessing many historic associations. It has survived the numerous legislative changes of seventy years, and its duties have always been discharged with honour to the occupant and with benefit to the University. The Chancellor is intended to represent, in his office and duties, the academic status of the institution, to preside at Convocation, and to confer all degrees. As chairman of Convocation, his opportunity to create for the graduate body in the University organism a distinct and honourable place assigns to him a function of much consequence. We believe that Convocation should be retained, and that its right to organize, hold regular meetings, and exert itself to promote the academic interests of the University in such ways as it sees fit, should be continued to it by statute. The influence of the graduates in favor of the University shows a marked tendency to increase. In the case of a State institution their place in the system has not yet been definitely fixed. They possess, however, many opportunities of serving the University. Their influence could be exerted in the direction of securing private benefactions for the institution. The older a university grows the more important an element in the community the graduates become, and it is our opinion that Convocation should meet more frequently, and that its representations to the governing board, expressing the conclusions of the graduate body, would be of practical value in shaping University policy.

The Vice-Chancellorship stands in a different position from the office of Chancellor. In the English universities the Vice-Chancellor is usually identical with the President or Principal in this country. To maintain both offices is to weaken one. We would recommend its discontinuance, so that the President may be chairman of the Senate, and exercise such general powers of management as have hitherto fallen to the Vice-Chancellor.

Faculty Councils.

We have already referred to the propriety of creating Faculty Councils. First, there ought to be, in our opinion, a Council of the Faculty of Arts made up of the teaching staffs of University College, the Faculty of Arts in the University, and the Arts Faculties of Victoria College and Trinity College. University College should have, as at present, its Faculty Council. The Faculty of Applied Science and the Faculty of Medicine should, each of them, continue to have its Faculty Council. While the members of the teaching staff in each Faculty should be members of the Council, the lecturers and instructors should act as assessors, and have no votes. Under this system a Faculty would practically have control of its own affairs. Much of the work now done by committees of the Senate could, we believe, be better done by Faculty Councils. Each Council should be presided over by its own dean, and, in the case of the Council of the Faculty of Arts, the chairman should be the President of the University. The proceedings of the Councils would, under the arrangements we propose, be subject to ratification by the Senate, but, in practice, they would be the working bodies in academic matters, and their decisions would probably be ratified in most cases as a matter of course. The Councils would frame their courses of study, appoint examiners, and conduct the examinations. They would deal with applications and memorials by the students, and in all Faculty matters, except discipline, exercise full executive control, subject to approval by the Senate.

The most important of these Councils would be the Council of the

Faculty of Arts. The admission of the federated bodies to a University Council of this kind would be an important step, but one which could not fail to promote a better understanding in the work that all are doing in common. The relations between the teaching staffs would result in such agreement in respect to lectures, courses of study, methods of teaching, and other matters as cannot now be effectively secured. The healthy spirit of emulation between the colleges, which is a valuable element in the college system, does not preclude practical and reasonable co-operation. There has been in existence for some time a system of interchange of lectures in certain subjects between the colleges. It has prevented unnecessary duplication of work and should confer upon the student a real advantage. As no machinery had been provided for the regulation of this system, it was necessary to effect it by a voluntary agreement limited in its scope. The Council could legalize, regulate, and, if necessary, extend this arrangement. It could also deal generally, as experience suggests, with matters in connection with the courses of teaching. An intimate association of all the teachers in Arts subjects would, we believe, tend to unification, and a higher standard of efficiency.

The Caput.

The appointment of a Caput, or committee, consisting of the President and the heads of the various federated institutions, and the Deans of Faculties, would be another step in the direction of effective co-operation in University matters. Without encroaching upon the rights of others the different members of the federated system, especially the heads of colleges, find themselves confronted by special conditions that call for unity of action. At present the President and the heads of the colleges are unprovided with legal means for joint action in certain matters of discipline. In these cases their conferences must be informal, and their decisions without binding effect. The absence of definite authority to enforce order amongst the undergraduates in specified circumstances where the jurisdictions of the University and the colleges appear to be ill-defined is not a salutary condition. The Caput would provide for such emergencies. Through such a body the President of the University would have the opportunity of consulting the college heads, when in his judgment, the common interest demands it. The Caput should, conversely, be given the privilege of advising the President on questions that are manifestly of University concern, provided, always, that his freedom of action is not hampered, and that the scope of his executive duties is not curtailed by the advice tendered to him.

University College.

The maintenance of the system of education provided by the State in University College and the Faculty of Arts in the University is, in our opinion, of the utmost importance. The division of the Arts curriculum into these two parts should not lessen the claim of University College for strong and sufficient financial support. From this standpoint it ought to be regarded as one effort, neither part being developed at the expense of the other, but both entitled to adequate aid from the endowment provided by the State. For this reason we consider that a common purse for the whole State system of education in the liberal arts and sciences is essential, and that the governing body of the University should also be the governing body of University College. In maintaining the college system the prosperity of University College must be regarded as a cardinal principle. Anything that would weaken University College would weaken the federal system, since this system is based upon the Arts teaching provided by the State, and the efficiency of this teaching is the efficiency of the University. The division of subjects made in 1887 was the basis of the agreement with the federated bodies. This division is artificial, and not easily defended, but it ought to be respected because the federated bodies consider it to be of vital importance to them. Out of regard, therefore, for the stability of the federal system we recommend its continuance in good faith, no transfer

of subjects taking place without the full concurrence of the federated colleges. As a matter deemed of moment by them, we also recommend that University College be separately officered with a Principal, a Faculty, and a Registrar of its own. The Principal should be appointed by the governing body on the recommendation of the President of the University. The time has now come, we think, when the policy of maintaining a complete system of higher education by the State with one purse and one governing board, should be regarded as definitely settled. The compact with the federated bodies should be loyally kept by the State, and the affairs of the University administered with due regard to the welfare of all parts of the system. But this should include a common control of the State college and Arts Faculty, and a clear recognition that the endowment is intended for both.

The School of Practical Science.

The nature of the tie between the School of Practical Science and the University has long been one of the anomalies of the administrative system. The form in which their relations were cast by successive Acts of the Legislature, and by Orders-in-Council, has been, we are convinced, injurious to both institutions.

On the one hand, the School has been separately controlled and managed, and supported by a separate vote of money in the Legislature. This removed it, as far as possible, from its rightful share in the prestige of the Provincial University. Encouraged by a false show of independence, it has been at the mercy of the financial exigencies of successive Ministries. The Department of Education, directly responsible for its financial and academic progress, has been attempting to do for one part of the University what, in logic and consistency, it ought to have been doing for all. This exceptional treatment has not justified itself. The Principal and professors, displaying marked zeal and diligence in their executive and teaching duties, have been underpaid and overworked. The School has made wonderful progress on insufficient funds. The students, who include so many of the alert and active minds of the Province, have scarcely felt themselves to be part of the University body.

On the other hand, the University has suffered from the inclusion of a Faculty subject in no adequate sense to its general control and discipline. The University, having no control over its Science Faculty, has been deprived of a powerful lever in appealing for national support. The executive functions of the University have been weakened and the problem of student discipline has not been rendered easier.

To account for this defective administration we must go back to the Act of 1873, already quoted, which established the school when the future scope of University teaching in the realm of the applied sciences was not fully understood. Contemporary in origin with the establishment of the Agricultural College, the School of Science, like its flourishing ally, was permitted to develop separately from the University. The policy pursued in the State-owned universities of the United States is to have the Faculties of Science and Agriculture in visible unity with the whole institution, and this has, doubtless, led to more generous endowments from the Legislatures than if the claims of higher education had been less strikingly demonstrated.

In recommending the union of the School of Practical Science with the Provincial University the belief of the Commission is that closer relations will be of advantage to both. In a new country like Canada, with an era of constructive undertakings before it, with undeveloped wealth in farm, forest, mine and water power, the practical part of the University course is of importance. The Provincial system of education must take into account all the educational requirements of the country. The development of the natural riches of our northern region creates many openings in engineering and industrial work. This provides careers for men with the requisite skill and training. There has been, during the past few years, a large increase in the number of students in the School of Practical Science.

For the Province to turn a deaf ear to the need of greater support for this class of training would be a mistaken policy. The scope of usefulness for the Faculty of Applied Science and Engineering is widening. The Science Faculty must not only perform its University functions, but, if possible, minister to the popular demand for special technical instruction. Its laboratory equipment might be employed for the benefit of those who intend to apply their knowledge to the manufacturing arts and industries without being registered students of the University. The extension of training in science by means of lectures delivered at the chief centres of the Province, and the enlargement of museum facilities for the study and display of our natural resources, are questions which also press for early consideration. The exact relation which the Science Faculty should bear toward the primary technical schools of the Province, so that its equipment may stimulate and serve this department of State education, calls for thorough inquiry and decision.

On the inclusion of the School of Practical Science in the University the sums voted by the Legislature for both will be added together. The total amount will, therefore, bear the appearance of larger expenditure, when, in reality, it will be a transfer of expenditure. This should not be misunderstood. It does not free the Legislature from its responsibility in respect to science training. Otherwise the union of the School with the University would prove a burden upon the latter.

The Faculty of Medicine.

In the relation of the Faculty of Medicine to the University we have another of those defects in the administrative system which weaken executive control of the whole institution. The Faculty differs from other component parts of the University in several important respects. Its efficiency is mainly due to the personal sacrifices made by its teachers, who receive inadequate remuneration for their services. It is self-supporting, and this ensures a quasi-independence. The members of the Faculty are animated by that honourable zeal for the standard of the profession characteristic of medical men generally, and are able to give practical force to their convictions. What the State saves at the expense of the profession, it loses in the opportunity of helping to build up, as it ought to do, a great school of medicine, and in the absence of a contributory factor to the compact strength of the University.

The Commission realizes that the situation, in respect of the Faculty of Medicine, is intricate, and not free from perplexity. It is well that several aspects of the subject should be clearly stated and courageously faced. The precise attitude of the public mind toward strictly professional training is not easily defined. What the State universities elsewhere have already grasped more firmly and intelligently than has been realized in Ontario, is the public value of medical education and its intimate relation to the health of the people. At no distant date the Faculty of Medicine should stand on the same footing as other Faculties, its cost over and above the fees of the students being borne by the State, and its management being identified with the governing authorities of the University. That this policy has always been recognized, although in a half-hearted manner, is evident from the history of the University. More from dismay at the prospect of the expenditure involved than from any rooted disbelief in public responsibility for medical training the Legislature abolished the Medical Faculty of the University in 1853, and recognized the work done in the proprietary schools. This lame expedient led to the multiplication of schools, and to defective training. To the sagacity and unselfishness of the profession itself is chiefly due the excellent status of the medical profession in the Province. The University Act of 1887, however, wisely conferred upon the Senate the power to erect a Faculty of Medicine, and enacted that the profes-

sors, the scale of fees, and the student body should be completely under University regulations. The Act also imposed the cost of the Department of Physiology upon the University. The significance of this step has a direct relation to certain recommendations which we propose presently to offer.

Shortly after 1887 the Toronto School of Medicine became the Medical Faculty of the University, and, subsequently, amalgamation with the Trinity Medical Faculty took place. This consolidation, with the consequent improvement in educational facilities and the rapid growth in the number of students, has been effected at a minimum of cost to the University and the Province, and a maximum of effort and sacrifice on the part of individual members of the Faculty. That a rich and intelligent community like Ontario should owe much of the value of the Provincial Faculty of Medicine to the enlightened generosity of eminent physicians who draw upon the emoluments of their private practice to maintain the efficiency of medical education, is a condition which, to state plainly, is to condemn.

The somewhat complicated financial scheme which supports the Faculty from year to year has this general effect: a percentage of the fees is handed over to the University to pay for the training in Arts subjects of medical students, and for other purposes, and of the remaining income 40 per cent. pays the working expenses of the Faculty, and 60 per cent. is intended to pay the salaries of the teaching members. The cost of additional equipment necessary from time to time falls upon that portion of the income devoted to paying salaries, so that the members of the professoriate must either deduct this charge from their remuneration or allow the teaching equipment to lag behind its requirements. Such a deduction they have made over a long series of years. This position of affairs has led to a special inquiry by the Commission into the progress and prospects of the Faculty, and to a consideration of what measures of reform in the present system might properly be recommended. The question involves not merely the necessary advancement in ordinary medical education, but also the prosecution of research work, in the results of which the country has so deep an interest and from which it may reap so great a benefit. In the promotion of both the State has obligations. The extent of these obligations it may be difficult now to determine. We may, however, express the opinion that the future relations of the Faculty and the University should be radically modified, and that some, at least, of the claims of medical science upon the University should receive immediate acknowledgment.

What may be termed the scientific branches of medicine are already in most modern universities included in the list of subjects of the Arts course. This is true of Physiology in the University of Toronto, which was established as a University chair in 1887. To this additions should now be made. Under the terms of agreement which united the Medical Faculties of Toronto and Trinity in 1903, the foundation of new chairs in Hygiene and Public Health, Experimental Therapeutics and Pharmacology, and Medical Jurisprudence, and Toxicology was recommended. The maintenance of the present chairs of Pathology and Anatomy in the Medical Faculty, it is urged, should be paid out of the general income of the University, and, furthermore, the Medical Faculty should be relieved of the fees for instruction in Arts subjects, such as Chemistry, Biology, Physiology and Physics, seeing that the students of the School of Science and of the federated universities are not charged fees for these subjects. To what length the University should go in granting these measures of relief to the Medical Faculty demands early attention by the governing body. The payment of the salary of one Professor of Pathology and one Professor of Anatomy by the University, and the creation of chairs in Hygiene and Pharmacology, ought to be sanctioned, and an extension of this policy from time to time, as the University finances permit, seems to us right and proper.

When the relation of the Faculty to the University becomes the same as that of other Faculties, there ought to be a complete re-casting of present conditions. The system of financial administration should be altered, and the relations of Faculty and University placed on a footing satisfactory to both, after friendly conference and consideration. Under the arrangements we propose the President of the University would be *ex-officio* a member of the Faculty, so that in future his recommendations as to appointments will be made after close consultation with those best qualified to advise him.

Medical Training for Women.

The medical education of women is a subject which was brought before the Commission by the Faculty and Alumnae of the Ontario Medical College for Women. Of the many phases of co-education this is the most serious. The training of men and women together in the medical course entails not only practical difficulties, but, also, in some measure, requires a condition of public opinion favorable to the idea. In Canada the absence of such approval years ago led to the creation of separate medical schools. The Ontario Medical College for Women has been in existence for twenty-three years. Its maintenance has been due to the personal exertions of the members of its Faculty, who have sympathized with the desire of women to obtain medical training. The limited number of students who have sought the privilege makes the carrying on of the school a matter of sacrifice and uncertainty. During five years the total average yearly attendance has been thirty students, the fees from whom have just sufficed to pay the running expenses, without providing adequate compensation for the teachers. In a memorial to the Commission it was represented: First, that when the number of students fell below that necessary to maintain the College, women would demand admission to the Faculty of Medicine of the University on equal terms with men; secondly, that the refusal to admit women students was exceptional and anomalous; thirdly, that a Faculty of Medicine for Women should be recommended by the Commission. We do not feel warranted in recommending the formation of such a faculty. The memorial also declared that "as far as the Ontario Medical College for Women is concerned, they merely desire that women should have an opportunity of pursuing their medical studies unmolested, on fair and equal terms with men." This being the aim of the advocates of medical training for women, it seemed to us reasonable that some means should be devised of meeting the request. The subject has since been dealt with by a committee of the Senate which, after conference with the Faculty of Medicine, has communicated to us the results of its deliberations. In future women will be admitted to registration in the Faculty of Medicine. This appears to be the simplest solution. The precise form in which the Faculty has communicated its views to the Senate is as follows:

> "That in view of certain prospective changes which are suggested in connection with the method of providing instruction in Medicine for Women in Toronto, the Faculty of Medicine of the University of Toronto is now prepared to register female students in Medicine, and agrees that whatever arrangements are deemed necessary should be made for their instruction."

The Faculty of Law.

Although the establishment of a complete Faculty of Law has long been under consideration its organization is still in an inchoate condition. The charter of King's College did not provide in express terms for a Faculty of Law, but authority was given to set up other Faculties besides that of Arts, and since 1849 the University Acts have contained provisions for the establishment of such a Faculty. The Act of 1887

expressly declares the intention of the Legislature in this respect, and the subsequent founding of chairs in Political Economy, Constitutional Law and Constitutional History is the first stage in the creation of a Faculty in which the study of law as a science can be carried on.

Legal education and admission to practice law have been from an early period under the control of the Law Society of Upper Canada. Until the year 1889 no systematic course of teaching was in operation, but in that year the present Law School was established by the Law Society. Attendance upon a course of instruction in the School is a necessary condition of call to the Bar and admission to practice as a solicitor. Since 1873 the Law Society has been entitled to representation on the Senate of the University, and provision is made by the Senate for accepting *pro tanto* the examinations of the Law Society for any of its students who are proceeding to the degree of Bachelor of Law in the University, though no reciprocal action has been taken by the Law Society.

In our opinion it is desirable that a Faculty of Law should be established in the University, and that, if possible, arrangements should be made with the Law Society by which the duplication of the work which is common to both in the courses of instruction may be avoided. Such an arrangement would, we believe, result in a considerable saving of expense both to the University and to the Law Society, and, in our opinion, could not fail to raise the standard of legal education in the Province. We do not overlook the fact that the purpose of the Law School is primarily, to train the student for the practical work of the profession, while instruction in the University has a wider aim, and although this is undoubtedly the case, the courses of study in both are, to a considerable extent, common. Impressed with this view, we have endeavoured to ascertain whether it is shared by the Law Society, but have been unable to obtain any expression of opinion from the Benchers, their determination, apparently, being to delay consideration of the question until it is seen what legislation, if any, follows the making of our report. We are of opinion that the subject is one that should engage the attention of the governing body of the University at an early day.

Instruction in Forestry.

The distinctively State character of the University entails upon it obligations in respect of all the great provincial interests in which higher education is an important factor. This is eminently true of instruction in forestry. The value to the country of scientific work in forestry has been already recognized upon this continent, but in Canada little has been done to apply systematically the lessons taught equally by sound economic theory and practical experience. It is surprising that Ontario, with its rich areas of timber, has hitherto failed to set up a school of forestry in its own University for the double purpose of providing technical training for young men in an important branch of science, and of benefiting in the conservation of its forest wealth by their knowledge and skill. It would be difficult to mention a case in which the State's duty and interest go more completely hand in hand. In the United States, forestry is now a department of the Federal Government's service and is presided over by the Hon. Gifford Pinchot, with whom the Commission has held a conference. Dr. Pinchot has practically created the Forestry course in Yale University, and from that fact and from the knowledge required by his official position in Washington, he is a competent authority upon the whole question. The Commission also consulted, during its visit to Ithaca, Prof. Fernow, who was the founder of the School of Forestry maintained for a time by Cornell University, and who is justly esteemed for his knowledge of forestry.

There is no doubt that a great work in forestry can be done in this Province by the University, provided it receives the co-operation and

encouragement of the Government. The Agricultural College has already provided for instruction in agricultural forestry, which meets the needs of farmers with wood lots to care for and develop. The larger problem is that which touches the immense Crown domain urgently calling for the application there of the newest discoveries in forestry and for the training of skilled men to conduct experiments on a large scale in order to test methods of reforestation and the conservation of valuable timber. It would, in our judgment, be a lamentable error if the direct value of a Forestry Department in the University to the Province in its administration of timber areas were not ascertained.

According to the best sources of information to which we have had access, a single chair of Forestry in the University would effect little. One professor could give theoretical instruction, but he could not produce foresters capable of practicing their profession. For this field work is essential. This requires a staff, not of necessity a large one, but adequate to the scope of the work to be done. The Cornell School of Forestry, discontinued owing to a dispute with the State of New York, was a complete University faculty. The Yale School is also a faculty with three full professorships, those of Botany, Civil Engineering and Lumbering, with many instructors who lecture on different kinds of work in the woods. The laboratory equipment cost about $20,000. At Yale the students must be graduates in Arts. We realize that a beginning may be made without incurring at first all the expenditures of a complete faculty. The University courses in Botany, Chemistry and Engineering could be utilized for the instruction required in these branches and this could be supplemented by a forestry staff of three possessing the special knowledge demanded to carry on both inside and field work. The possession by the Crown of timber lands where practical instruction and experiments could be carried on simplifies the situation, and we recommend that the closest co-operation compatible with the end sought should exist between the University authorities and the Department of Lands. It should likewise be kept in view that the private owners of timber lands have a direct interest in the supply of trained men produced by such a school, and in the results of the experiments made. In the United States the National Lumbermen's Association is subscribing a fund of $150,000 to endow courses of instruction at Yale. Similar action in Canada should be encouraged. We are strongly of the view that the people of Ontario will endorse the action of the Government in creating a School of Forestry, by means of which the scientific treatment of our forests can be effectively carried out.

Household Science.

A handsome benefaction to the University in the shape of a Household Science building has been offered through the generous munificence of Mrs. Massey-Treble, of Toronto. We gladly recognize and commend the spirit which has prompted the gift, and trust that the University may feel itself able to provide for the maintenance of the department. In respect to a site on University land for this building, we believe it should be convenient of access to the women students of the colleges, and in a position to be worthy of the structure. A site which has been informally suggested is that east of Wycliffe College on the south side of Hoskin Avenue.

On this point we wish to commend to the University authorities the idea of devoting the beautiful ravine which extends north and south from the Biological building to the boundary of McMaster University, to the purpose of a botanical garden. It seems scarcely fitting that any portion of this fine piece of land should be filled in and used for buildings. Its utilization for the promotion of botanical study would at once be of scientific benefit and provide a scene of great beauty along the eastern boundary of the University property.

Art Schools.

Thus far in its history the University of Toronto has had little, if any influence in the development of art either in its higher aspects, such as sculpture, painting and mural decoration, or in its relation to our industries. It must be quite clear, we think, that a knowledge of the principles of art is necessary in very many directions, especially where beauty of design is desirable or is demanded by the purchaser. We cannot with safety continue to be dependent on Germany, France, Great Britain and other countries for workers who possess the skill to develop these qualities in our manufactures. We must surely seek in the near future to have our own people possess this skill, in order that we may take advantage of artistic ability where it exists, in practically the same manner as we endeavour to take advantage of the skill of our own people in engineering, physics, or any other branch of human activity.

Experience has shown that a school of art even if established primarily for the teaching of design and the artistic use of various materials, must, in teaching the principles of art, make it possible for those who have sufficient ability, and who also have the desire to become painters and sculptors, to secure the necessary teaching. We therefore hope that the time is not far distant when the University of Toronto will either have its own art school, or have affiliated with it a school conducted on the most advanced principles, and able to inspire and direct other schools of art and industrial design throughout the Province.

Music.

The University has in affiliation two Conservatories of Music in Toronto, and one in Hamilton. It also has representatives in local centres where students not attending the Conservatories referred to, may present themselves for examination in the various grades. These local examinations enable students to acquire a limited training in music, and the nature of the work done by the University is satisfactory to that extent. In the University year 1904-5, four hundred and seventy-one students were examined, and three hundred and ninety passed the examination.

Students attending the Conservatories and desiring to proceed to a degree in music may do so by conforming to the curriculum of the University and passing its examination, but the results of this attempt to secure higher training in music have been very unsatisfactory. There are in the two Conservatories in Toronto over 2,000 and in Hamilton about 425 students in attendance in the present year, and yet the whole number of degrees conferred in music from 1900 to 1905, both inclusive, is seven. From this it is clearly apparent that the Conservatories make little or no effort to train students for the University degrees, while they do not hesitate to advertize extensively the fact that they are in affiliation with the University. Under the existing system it is therefore doubtful if the University can hope sufficiently to control the teaching of music, or exercise the influence which is necessary if the highest results in musical culture are to be obtained. We think the University should look forward to a time when it will have connected with it a school of music over the management and teaching of which it has complete control, and through the medium of which it may be able greatly to advance the future of music in Canada.

Research in the University.

Research has been a feature in the work of various members of the Staff of the University during the last half century, but only in 1897 were instituted the present courses leading to a degree of Doctor of

Philosophy and involving research as an essential qualification for the attainment of that degree. Since that date there has been a steady but moderate increase in the number of research students, but it is expected that when all the Faculties and departments are organized for such work there will be a rapid increase in the number of students who will devote themselves to investigation for a period sufficiently long to train them fully for a career of research.

On the side of the Physical and Natural Sciences the University is equipped for this work and in these departments it is performing this duty with reasonable efficiency. In Experimental Psychology the results are very gratifying and it is satisfactory to know that the reseach work done in that department is specially recognized abroad. In the departments of Orientals, Philosophy, Political Science, History and Mathematics research courses are available, but in Classics and Modern Languages it has been found impossible to offer such courses owing to the absence from the Library of the required literature.

In Medicine and Applied Science a different situation exists. Owing to the want hitherto experienced of a properly organized hospital, research on the scientific side of Medicine could not be steadily followed, although in some subjects like pathology and physiology very important work has been done. Much more could have been done had the facilities on all sides been extended. That among the young graduates the workers were and are available may be seen from a consideration of the list of those who have gone to other Universities to follow the career denied at home. It is no small satisfaction to the friends of the University that it should have trained the successor of Dr. Osler in the Chair of Medicine in Johns Hopkins University, and the successor of Dr. Barker in the Chair of Anatomy in the University of Chicago, and that it should have developed the desire for research among not a few of its graduates who worthily represent it in the great Universities of the United States.

In Applied Science, though members of the staff have engaged in research work, no attempt has been made to develop this as an educative force. The obstacle has been primarily the want of equipment and the occupation of the whole time of the majority of the staff by class and laboratory teaching. In Applied Science, the field of possible achievement is very large and the results may prove of such value in the industrial life of our country that the State will be justified in the necessary expenditure to put the Faculty on such a footing as would enable it to undertake all lines of research work. In appointments to positions on the teaching staff regard should be had to capacity for research work and the highest interests of the University demand this qualification.

The Needs of the Library.

The present condition of the University Library is a subject to which we desire to direct special attention. The accommodation for books is inadequate and in the near future efforts must be made to enlarge it. The number of volumes is now upwards of 84,000, and at the present rate of growth the space for books will be exhausted in three years. By keeping 14,000 volumes in other buildings and in other rooms of the Library, the space in the stack-room is made sufficient for the present. There is no proper accommodation for maps and charts. Additional office room is much required. In the proper sense there is no reading-room for members of the teaching staff. The reading-room accommodation for students, which is barely sufficient for the Arts students alone, will prove inadequate for the Medical students who are now beginning to use the library in greater numbers from year to year. The lack of ventilation, and the noise attendant upon the presence of so many persons in one large room, render the reading-room an unsuitable

place for the purpose of study. To meet this want some of the rooms intended for seminars are employed for study-rooms, but this is a tentative plan and additional accommodation without encroaching upon the space required for other purposes should be provided. The enlargement of the Library is, therefore, one of the necessities of the immediate future, and ought to be undertaken with appreciation of the importance to the University of the work carried on there. The Library is especially an object for private benefactions, and we trust it will appeal strongly to those who wish to add something to the educational facilities of the University.

Museum.

One of the necessary features of a great modern University is a properly equipped Museum. From a narrow point of view such a Museum might be effective if it contained only objects necessary for actual teaching purposes, but the greater the number and the wider the nature of the objects contained in a Museum the more useful will it be found for such teaching purposes. Hence in many parts of the world the Museum connected with a University has become the means of exploiting the natural history and the resources of the particular country, and has also become the store-house for objects of every character connected with the history of man and interesting to the student in many branches of science.

The University of Toronto has a Museum in connection with its Biological work which, beginning as a mere teaching Museum, is gradually expanding to one devoting itself to natural history. It has been proposed that a wing be added to the new building of the School of Practical Science to be used as a Museum for mineralogical, geological and palæontological specimens. The University possesses ethnological, anthropological and other collections which cannot be properly displayed, and as a recent development, it has become, and is about to become to a much greater extent, the possessor of large collections in connection with the archæology of Egyptian and other ancient civilizations on the Mediterranean, and of ethnological and anthropological collections from many parts of the world.

Victoria also has most valuable collections of archæological and other objects, which will doubtless be placed in such a museum. Indeed, the theological Colleges through their connection with missionaries may be large contributors in the future.

These particular collections are not only clearly necessary in the study of the history of man, but unless every effort is made now to secure the material for enlarging and making reasonably perfect such collections, we shall undoubtedly find in a few years that the time is past when it is possible conveniently to do so. As to the necessity of a Museum in which may be exhibited the natural history—using the words in their broadest aspect—of Ontario, we do not feel that argument on our part is necessary, further than to say that every year's delay is a misfortune, not only to the education of the students of the University of Toronto, but to the education and material welfare of the people of Ontario generally.

It might be well to draw attention to the fact that a public Museum is valuable in proportion to the accuracy of its classification and the information conveyed to the public by labels and otherwise, and unless the expert ability of professors of the University is used for such classification, the Province will eventually find it necessary to create a separate Museum staff at a very great and, in our opinion, quite unnecessary expense.

We therefore recommend that a site be selected in the University grounds adjacent to a public thoroughfare and sufficient in area to permit of extending the building in the distant future, that a Museum on

a reasonable scale be planned, and in such a manner as to be built in units, and that a sufficient number of units to accommodate conveniently the Museum material now owned by the University of Toronto be built as early as possible.

Meteorological Observatory.

About the year 1840 the University set apart for the use and occupation of the Crown two and one-half acres of the University land as a site for a magnetic and meteorological Observatory for scientific purposes.

By the instrument setting apart the land it was provided that if at any time the Crown should cease to use or occupy it for the purposes mentioned, the land should revert to the University.

The land has been in the occupation of the Crown ever since, although several years ago the magnetic work of the observatory was transferred to Agincourt, and the observatory has since been used for meteorological purposes only.

In recent years the Trustees of the University, finding that the land was needed for building upon and believing that the occupation of it for observatory purposes also seriously interfered with the means of access to the main University building from College Street, entered into negotiations with the Government of Canada for the purpose of obtaining its assent to the removal of the observatory to another site on the University land.

These negotiations resulted in an agreement being reached by which the Crown upon certain conditions undertook to give up possession of the present site and to accept in lieu of it another site on the University land.

One of these conditions was that the University should provide the new site free of cost to the Government. That has been done and the Crown has taken and is now in possession of the new site. All the other conditions have also been complied with by the University, and the time for possession of the present site being given up will arrive in a few weeks.

Rumours have from time to time been current that it is the intention of the Government of Canada to transfer the principal work that is now being done at the observatory here, to Ottawa.

Against this rumoured transfer remonstrances have been made by the municipal authorities of Toronto, by the Board of Trade and by those interested in shipping and lake navigation as well as by the Trustees of the University.

Believing, as we do, that such a transfer as is rumoured to be in contemplation would not be in the public interest, we would strongly urge that prompt communication be had with the Dominion Government with a view to having an appropriation for the erection of a new observatory on the site that has been provided by the University, made during the present session of the Parliament of Canada and the entire work now being carried on at the observatory being done in the new building.

The Agricultural College.

We have considered the relation of the University to the Provincial Agricultural College. This department of the State educational system is, in our opinion, of great value. Thirty years ago but little was being done in the way of providing higher educational facilities for those intending to take up agriculture as their life work. Stimulated by the successful working out of agricultural problems in Europe, notably in Germany, public men in Canada and the United States came to the conclusion that the success of American agriculture demanded colleges

for the special training of the future farmers, and laboratories and stations for the investigation of agricultural methods. In Ontario a Professorship in Agriculture had already been established in the University of Toronto, and a Veterinary School was being conducted by the Agriculture and Arts Association. The first Commissioner of Agriculture for Ontario, Hon. John Carling, announced in 1869 his intention of inquiring into the needs of this Province as to an Agricultural College and an Experimental Farm. He appointed Rev. W. F. Clarke, Editor of "The Ontario Farmer," to inspect such departments and institutions in the United States as were making a specialty of agricultural research and education, and to prepare a report. This report, which appeared in 1870, was based on the work carried on at the Massachusetts Agricultural College and the Michigan Agricultural College, and recommended that a college similar to the latter be established in Ontario. The college was established ultimately in the County of Wellington, and the work of instruction begun in 1874.

The Ontario Agricultural College has from the first been maintained as a purely agricultural college, and, after passing through a long period of indifference and being subjected to keen criticism, has now established itself as one of the most successful agricultural colleges in America. A comparison of the number of students during two periods will show conclusively what a change has been effected in the institution.

	No. of Students.		No. of Students.
1885	175	1900	342
1886	149	1901	359
1887	110	1902	768
1888	131	1903	728
1889	134	1904	833
1890	146	1905	1,004

The period of depression in the fortunes of the college apparently reached its maximum in 1887. The revival appears to have come from within the College itself. The President and staff at that time inaugurated in Ontario a system of Farmers' Institutes. They felt that if the farmers would not come to the College or send their sons to the College, they must go out to the farmers. Through these Institutes the farmers became acquainted with the teachers of the College and their work, and recognizing apparently for the first time that it was really labouring in the true interest of the farmers, gave their response in increasing attendance. Once the indifference or antipathy of the farmers was overcome, the institution began to grow along many lines and gradually to assume the large proportions which it has now reached.

The Legislature readily met the increasing demands for the equipment of laboratories in various lines of scientific research and for additional instruction. From the first the College has provided a two years' course and has granted diplomas to students successfully completing this course. In 1887 a third year course was added and affiliation with the University of Toronto took place. A special convocation was held on October 1st, 1888, and the degree of Bachelor of the Science of Agriculture was conferred upon five students. One member of this class is now President of the College, one is Professor of Field Husbandry and Director of Experiments, and a third is Director of the Agricultural Experiment Station of Texas. The University graduation class of 1905 numbered 29. During the eighteen years, 1888 to 1905, the degree of B.S.A. has been conferred by the University of Toronto upon 192 young men who have completed first their two years' course for a diploma and then the subsequent course. The course was further extended in 1901 by adding a fourth year, so that now the degree is based upon the passing

of a University matriculation examination followed by a four years' course of instruction. The following is a statement of the number of degrees conferred by the University in agriculture:

1888	5	1897	7
1889	5	1898	11
1890	5	1899	9
1891	10	1900	18
1892	7	1901	1
1893	12	1902	8
1894	7	1903	16
1895	9	1904	21
1896	11	1905	29
Total			192

Several members of the Commission paid a visit to the College and made inquiry into all the workings of the institution. The College is well equipped and satisfactorily conducted. Zeal and enthusiasm are shown by the professors, and there is a feeling of harmony and loyalty to the institution in all departments. We commend to the Legislature the great importance of continuing the liberal treatment of this institution. It has done much for this Province ; it is now doing a great work, but the demands are increasing and we feel quite sure that the importance of enlarging its usefulness will not be neglected. Its value to the Province of Ontario can hardly be overestimated.

We have considered the relation of the College to the University, and find it to have been mutually satisfactory and beneficial. There does not appear to be need of change in this respect. The President of the College is a member of the Senate of the University. The Senate approves of the course of study, appoints the examiners, and confers the degrees. We do not believe the University should interfere with or be responsible for the management and direction of the College, but owing to the fact that the agricultural community is not likely to have representation through any of the other members appointed to the Senate, we think there might be an advantage in having, in addition to the President, two members elected by the graduates in agriculture who would represent the agricultural side of University education. We would also suggest that :

1. An advisory board should be appointed to assist the Minister of Agriculture in the direction of the College work, to be composed of the following persons : The Deputy Minister of Agriculture (Chairman), the President of the College, three graduates or associates of the College who shall be resident in Ontario and not members of the staff, and, if thought desirable, two representative farmers not graduates of the College. This board should be purely advisory and should not in any way relieve the Minister of his direct control and responsibility. This board should take the place of the advisory board provided for by statute in 1887 when the College was not under the charge of a practical farmer.
2. In the interests both of the College and the University an annual interchange of lectures might be made.
3. If the advisory board be appointed we recommend that, in addition to the President of the College, one of the members be selected by the Minister to sit in the Senate of the University.

A State Veterinary College.

We have also considered another important department in which the University can increase its usefulness to the agricultural population of the Province.

The following paragraph, taken from the report of the Board of Agriculture of Upper Canada to the Minister of Agriculture for the year 1864,

contains the record of the beginning of the special teaching of veterinary science in Ontario. The work was originated by the board which was the predecessor of the present Department of Agriculture, and was carried on in close relationship to the University. The "efficient veterinary surgeon" referred to was Dr. Andrew Smith, the present Principal of the Ontario Veterinary College, who has occupied the position for over forty years.

"In the winter of 1861-2, a course of veterinary and agricultural lectures was instituted under the auspices of the board, with the advantage of the valuable and gratuitous aid of several of the distinguished professors of University College, Toronto. The first winter the arrangements were incomplete and the attendance was small. The progress made by several of the students was, nevertheless, very considerable in view of the limited time and means employed. In the winter of 1862-3 the arrangements were more extended and the accommodation more adequate. The course consisted of lectures on the Anatomy and Diseases of Domestic Animals, the Science and Practice of Agriculture, Agricultural Chemistry, Entomology, Botany, Geology, etc. This course extended over six weeks and was attended by about thirty young men from different parts of the Province, most of them either actually engaged in agricultural pursuits or shortly about to do so. It is not too much to say that the greater number of these young men, at the close of the session, gave evidence of having made a highly creditable degree of progress in attaining a knowledge of the studies brought before them, several of them indeed to an extent deserving of special notice ; and the result of the experiment was so far in every respect satisfactory and encouraging. Particular attention was paid to the veterinary department of the course. The board is strongly impressed with the importance to the agricultural interests of the Province of having persons resident in the different districts possessed of some practical knowledge of the true nature and proper treatment of the diseases of the more valuable domestic animals, in which description of property much of the wealth of the farmer consists. Under this view the board made arrangements with a very efficient veterinary surgeon, a licentiate of the Edinburgh Veterinary College, to come out from Scotland for the purpose of instituting the series of lectures above referred to. The primary object sought in originating these lectures was to create an interest in the subjects and to give the young men attending them so much knowledge of the proper method of study that they would be enabled to follow up their studies to advantage at home. The design was also, further, ultimately to establish, if found practicable, a regular veterinary school, at which a thorough knowledge of the profession can be obtained."

The Board of Agriculture was succeeded by the Agriculture and Arts Association, and in 1871 the Council of the Association was by statute given power as follows :

> "The Council may establish a Veterinary College for the instruction of pupils, by competent and approved teachers, in the science and practice of the veterinary art, and may pass by-laws and adopt measures for the examination of such pupils in anatomy, physiology, materia medica, therapeutics, chemistry, and as to the breeding of domesticated animals ; and upon proof to the satisfaction of the Council that such pupils possess the requisite qualifications, may grant diplomas certifying that they are competent to practise as Veterinary surgeons."

The diplomas of the College were controlled and issued by the Agriculture and Arts Association, until the first day of January, 1896, when the Association by statute ceased to exist. On the 16th of April, 1895, there was passed an Act respecting veterinary surgeons in which the Veterinary College established by the Agriculture and Arts Association was continued, and the President of the Association was authorized to sign the diplomas until the first day of April, 1896. This was further extended to the first day of April, 1897. On the 19th December, 1896, a charter was issued incorporating the Ontario Veterinary College, Limited, and in the following year, 1897, affiliation took place with the University of Toronto. The

Board of Agriculture and the Agriculture and Arts Association were organizations which to a certain extent represented the Department of Agriculture. From 1862 to 1896, therefore, the issuing of diplomas in veterinary science was under direct Government control, and for the past ten years the work has been in the hands of a private corporation having special statutory recognition. The course of instruction covers two years and those holding the diploma of the College are by statute permitted to style themselves veterinary surgeons.

It will be seen that the College has not as yet provided courses that the University would recognize by granting a degree. The only statutory enactment at present in regard to veterinarians is that only those holding diplomas or proper certificates from the former Agricultural and Arts Association, the present Ontario Veterinary College, or "some duly authorized veterinary college," are permitted to append to their names the term veterinary surgeon. There is no restriction as to performing veterinary work, provided the title is carefully avoided.

For some years the Ontario Veterinary College was the most popular institution of its kind in America. It was a pioneer in the work. Of recent years the large universities in the United States have been developing special courses in veterinary science, providing courses of three years and in some cases of four years' duration. We believe that the Province of Ontario should provide courses in veterinary science as extensive and as thorough as any that may be provided in the United States. As it is, Ontario students desiring to equip themselves beyond the two years' course are compelled to take further work in one of the United States colleges after completing their course here.

The owners of the Ontario Veterinary College have not seen fit, as yet, to take advantage of their affiliation with the University of Toronto to provide a course leading to a degree. The live stock interests of Ontario are assuming immense value, and the success of our agriculture depends in no small degree upon the health of our horses, cattle, sheep and swine. Veterinary science in Ontario to-day stands where the Agricultural College did in 1887. We believe the time has come when an expansion should take place, and when a three years' course of instruction should be available. Further, we believe that this work should, like the Agricultural College, be under the direction of the Government of the Province.

In view of the fact that there is invested no less than $163,000,000, in live stock on the farms of Ontario, in addition to the valuable horses owned in our cities and towns, we feel warranted in recommending that the Government of the Province should offer to do for veterinary science what has been done for general agricultural science.

After careful consideration of the question, we beg to make the following recommendations :

1. That the University of Toronto establish a degree in veterinary science, covering a course as thorough and advanced as those provided in the leading universities of the United States.
2. That the Government of the Province of Ontario establish a veterinary college that will provide courses for the conferring of diplomas, and also for the degree in veterinary science that the University of Toronto will confer.
3. That the Provincial Government, in order to avoid having a rival institution, make arrangements to take over from the owners the Ontario Veterinary College, if satisfactory terms can be arranged.
4. That the Provincial Government conduct the Veterinary College as a Provincial educational institution along lines similar to those followed in connection with the Ontario Agricultural College.
5. That the College be placed under the Minister of Agriculture, and that the Minister have an advisory board to assist him in the administration of same. We would recommend that the advisory board be composed of the following persons : The Deputy Minister of Agriculture; the Principal of the Veterinary College; the Professor of Animal Husbandry of the Agricultural College; two

representatives of the live stock interests of the Province ; and two practising veterinary surgeons.

6. That the course be expanded so as to bring it up, at least, to the requirements of similar veterinary colleges now in existence in the United States, and that diplomas be conferred only after a three years' course.
7. That it be affiliated with the University of Toronto, and at an early date be provided with a building in close proximity to the University of Toronto, so as to enable the students to take advantage of University lectures in such subjects as may be found practicable in connection with the veterinary course.

The College System.

The University of Toronto is made up of many diverse elements. There are various faculties: Arts, Medicine, Law and Applied Science; and in the Faculty of Arts are various colleges: University College, Victoria College, Trinity College; and three purely theological colleges: Knox, Wycliffe and St. Michael's. The organization of the University is not exactly parallel to that of either an American or a British University. Through federation we have developed a form of organization that is unique. The State provides a complete system of education in Arts in the University of Toronto and University College. The subjects taught in University College are taught also in the denominational Colleges of Victoria and Trinity. All the students who take lectures in the University subjects must be enrolled in one of these three Colleges. We believe that the University has thus, by apparent chance, hit upon a system which, if properly and loyally worked, provides a combination of strong personal influence on students with the broad outlook and widened sympathies that come from membership in a great University. The Colleges will maintain the importance of liberal culture in the face of commercial and industrial development, and the growth of scientific activity. The Colleges will be able to bring the strongest influences to bear upon their own comparatively limited number of students, and to foster a common life among them free at once from the narrowness of the small university, and the lack of social union of a huge undivided university. In the colleges of the United States efforts are now being made to break up the great aggregation of undergraduates in Arts into smaller groups which may be more easily handled for disciplinary purposes, and for more efficient direction of work. The divisions proposed seem more or less artificial; at best they are lateral, such as class organizations. In our approximation to a college system we have at hand a more excellent method of subdivision by which men of all years and all courses are bound together by a tie of membership in a common college, and the teachers of the various colleges are enabled to come into closer personal touch with the men under their charge. The combination of a State college and denominational colleges provides variety of ideal and spirit, and avoids the dead level of uniformity that might ensue in one large undivided body, and furnishes to each member the needful stimulus of healthy rivalry. Out of a situation that to many seemed fraught only with danger, we may hope to see emerge a type of institution that shall combine college spirit and university spirit, in which each shall work for all and all for each. Confidence, not suspicion, must be the basis of such a composite institution. The State supplies to its youth a complete system of higher education; the denominational colleges avail themselves of the State's provision for scientific training, and add to it their own contribution of the humanities, with such a religious or denominational atmosphere as seems most desirable to themselves.

Interchange of Lectures.

We have recorded the fact that there exists at the University a system of interchange of lectures, under which professors of one College lecture in another, or students of one attend lectures in the other, credit being given for

such attendance in the respective College requirements for the courses concerned. At the present time there is no provision in law under which such interchange can be properly arranged. We have thought it well, therefore, to include in the draft University Bill which accompanies this report a clause under which such interchange may become legal. That the Colleges should have the opportunity to make such arrangements in particular cases seems wise, though the power should be very carefully exercised and should be subject to revision by the Board, inasmuch as interchange is sometimes open to criticism as affording an opportunity for the introduction of a system that might tend to reduce competition and bring lectures to a deal level.

College Residences.

To make a college system really effective, residences for the students are highly desirable. In days gone by University College had its own residence; to-day Trinity has a residence for its men and another for its women students, and University College and Victoria have provided residences for their undergraduate women. We hope soon to see ample residential accommodation provided for the members of University College, and for undergraduates of the University in all faculties. Such residences, whether College or University, if under academic control, combined with a reasonable amount of self-government on the part of the men, are much more than boarding houses; they are places wherein students may be profoundly influenced by contact with one another, and with their instructors. The value of the residential system has been abundantly demonstrated both in the Old World and the New. We wish to express our sincere appreciation of the efforts of those friends of the University of Toronto who recently formed a separate trust for the erection of residences for University students in the University grounds, and have secured large sums of money for that purpose. They are ready, we understand, to hand over their trust in due time to such a new governing board as that we have suggested. This course is desirable, as we believe that all academic and disciplinary authority on the University grounds, and over all University students, should be vested in the University.

Professors and Students.

Recognizing the advisability of the relations between the staff and the students being as close and friendly as possible, and at the same time keeping in view the fact that the large number of students in attendance at the University makes its difficult to secure such relations, we are of the opinion that it would be well to adopt a plan similar to that followed in other universities, under which members of the teaching staff, having volunteered to act as advisers, have assigned to them a definite number of students. Each undergraduate is informed of his adviser and feels that there is someone in authority who takes an interest in his welfare. The advisers frequently give counsel on matters, particularly relating to the student's work as well as to his general development, and exercise a sympathetic interest in the progress of those students who have been assigned to them. Such a system would do much to prevent students who are not fitted for university work from continuing therein and thus wasting their time. Under proper advice they could be diverted into a more suitable channel of activity, with benefit to the individual, the University and the State.

Physical Welfare of Students.

Referring to the physical development of students, the care of their bodies and their athletic activities, we are of the opinion that there should be appointed at an early date a Physical Director, who should be a graduate in Medicine, and whose duty it would be to examine all students who desire to avail themselves of such examination, and to prescribe proper exercise for each. Such a system of examination and direction properly carried out

would result in improved physical strength and constitutional vigour and would largely assist in increasing mental vitality. Under such guidance over-indulgence in athletics could be checked and the error of sacrificing bodily health and strength in the pursuit of knowledge might thus also be avoided, while the proper development of all powers, physical and mental, should result in gain both to the individual and to the State. In this connection it is in place to remark that the University authorities should exercise such supervision over athletics as might tend to prevent their undue interference with studies, and to remind the students that they are to be regarded as but means to the great end of self-development.

Discipline.

In matters of discipline we are of the opinion that as far as possible each College and Faculty should be responsible for its own students. To deal with all cases of discipline which fall outside the jurisdiction of colleges or faculties we suggest that the Caput should have disciplinary jurisdiction. The Caput should also act in all cases of inter-college or inter-faculty discipline, and where any doubt arises as to the proper disciplinary authority the Caput should have final power to resolve the doubt. A conflict of jurisdiction would in this way be speedily removed.

A Students' Committee.

We would recommend that in matters affecting the general interest of the student body, there should be a Students' Committee, recognized as officially representing the undergraduates as a whole. Such a committee would be a proper means of communication between the authorities and the students, and having a right to speak for their fellows, could come to an understanding on questions which might arise before they became serious. The composition of such a committee is a question which it is properly the duty of the Board to determine. We would suggest, however, that as far as possible membership in it should be *ex-officio,* that is, that undergraduates holding office in organized student associations should be brought together to form the general committee of students.

Bureau of Self-Support for the Students.

In some of the large universities in the United States there has in recent years been established a bureau of self-help for students. Many undergraduates must support themselves in whole or in part during their college course. They work in the summer, and, as far as they can, they try to earn further sums during the months of their actual college course. It has been found most helpful to establish by university authority a regular employment bureau for college men. Columbia and Yale have done this with great success. The sporadic and necessarily limited efforts of the students are systematized and employers are more easily brought into touch with those seeking employment. Some modification of this system, adapted to our local conditions, would prove, we believe, of real assistance to the students in the various faculties of the University.

A Department of Pedagogy.

The time has come, in our opinion, for the creation of a department of Pedagogy. A course in the history, principles and practice of education should form part of the curriculum. The University examines for the degree of Bachelor of Pedagogy and Doctor of Pedagogy, but has hitherto done no teaching. Departments of Education have been established in many universities, and we have had opportunity for special inquiry into the work of these departments at Columbia University and the University of Chicago. The work is best performed where the theory and practice can be made to supplement each other, and it appears to us that the Provincial University should conduct the department on these lines. For this purpose the Uni-

versity should have power to co-operate with the Board of Education of Toronto in securing the use or control of a school or schools for carrying on the practice work. We do not suggest the exact means by which such an arrangement shall be affected. The proposal to erect a new High School in the northern part of the city near the University may afford the desired opportunity. The duty of the University in connection with the teaching body of our primary and secondary schools is one that ought to be recognized. We believe that the question can best be dealt with by the new governing board, and that financial provision for the creation of a pedagogical course should be made.

Tenure of Appointment.

The tenure of appointment is an important element in determining the scale of professorial remuneration and in maintaining the general efficiency of the teaching staff. In most of the universities in the United States all appointments under the rank of professorships are made for a limited period, during which the instructor is on probation. In some, even full professors are appointed for a limited period, and are then reappointed without limitation, during the pleasure of the trustees. The probationary method gradually sifts out those who are of less than first rank, and makes it possible to select for more permanent appointment such men as have given evidence of their fitness. To members of the staff thus appointed all reasonable security of tenure is given. It is felt to be wiser to endure a possible weakening of teaching power in a professor than to run the risk of losing first-rate men from the University by introducing an element of uncertainty into the tenure of the highest academic positions. The President of a great University in the United States declares that by reason of probationary appointments the necessity of removing a professor practically does not arise. When, however, after all possible precautions are taken, and, subsequently, proved incapacity or misconduct is exhibited, the governing body of the University should be quite free to dismiss. The University must not suffer for the sake of one man. We have felt that the best course to be adopted in the University is to make the tenure of office to be, unless otherwise provided, during the pleasure of the Board. We hope it will be the policy of the Board to make all subordinate appointments, *i.e.*, those below the rank of professor, and, possibly, associate professor, on the probationary method, and we doubt not that in carrying out their policy they will give full weight to the complementary elements of security of tenure and efficiency of service.

The Remuneration of Professors.

The general scale of salary for professors and other members of the teaching staff should be reconsidered. It was adopted many years ago, when the cost of living was much less, and when the rate of remuneration fixed bore a fair proportion to the salaries paid to persons in other walks of life. The multiplication of pursuits in which men of learning and scientific attainments can earn large incomes has enhanced the difficulty of securing the best men for University teachers. Although larger salaries ought to be paid, they should be paid according to a different system than that now in vogue. The present system provides for automatic increases, according to the number of years of service, and establishes a uniform rate, regardless of the relative importance of the positions to be filled, and ignoring the special qualifications required in some cases. This system, in our opinion, is antiquated and objectionable. It is not followed in some of the principal universities elsewhere. There, when vacancies occur, the authorities look over the whole field at home and abroad, and have power to offer such salaries as will attract the right men. We believe that a revision of the scale of remuneration should be undertaken as soon as possible, and that it should be based, first, upon the principle of recognizing the relative importance of the various professorships; and, secondly, that increases should depend upon merit, and particularly upon the capacity for productive work which is exhibited.

Property and Buildings.

The available ground at the disposal of the University for additional buildings is decidedly limited. Few universities established in large cites have been provided with sufficient land for future expansion. The University of Toronto is now giving promise of growth beyond the most sanguine expectations of its founders, and for that development all possible provision should be made. The policy of the University should continue to be to acquire as much land as possible in the vicinity of Queen's Park. We believe that the present unallotted University property and the park lands adjoining will be none too large for the series of collegiate buildings which the growth of the University and the extension of the residential system will, in the not distant future, demand.

In the erection of new buildings for University teaching, reasonable regard should be had to the convenience of the federated Arts Colleges. The students of such colleges might be virtually deprived of the opportunity of taking some courses by reason of the difficulty of passing from their college to a distant University lecture-room or laboratory.

The original University building set a standard of architectural excellence by which all subsequent academic edifices might well be tested. Lack of means seems to have made it impossible to imitate the beauty and fitness of the main building; but an earnest effort should be made to combine architectural excellence with educational service in all future additions to the University equipment. It is not easy to exaggerate the influence of such architecture on the minds of those who daily behold it, nor is it easy to overemphasize the gain to the Province of having a group of stately academic buildings of which all citizens might be proud. As the University is about to enter upon a fresh chapter of its development, we think it most desirable that the Board should consider some comprehensive plan for the disposition and use of all the property at present in its hands, or which may soon be added. Further structures, whether residences, lecture rooms, laboratories or administrative buildings, could then be erected as part of one general scheme, wherein each bears a real relation of fitness and utility to the other buildings on the University grounds.

In this connection we recommend the creation of an office found in some of the American universities, that of a Superintendent of Buildings and Grounds, and the appointment of a suitable person who would exercise supervision over the property.

Financial Support of the University.

The Commissioners would be seriously remiss in their duty if they failed to deal courageously with the vital question of financial support. A well-equipped university under modern conditions is necessarily a costly institution. The privately-endowed universities both in Canada and the United States have drawn millions from public-spirited benefactors. They could not have expanded as they have done if money had not been freely placed at their disposal. Training in so many different branches of science, costly laboratory equipment, and a larger staff, call for a greatly increased expenditure. State institutions, like the University of Toronto, depend mainly upon the support of legislative bodies. In the United States the response to the claims of higher education has been very liberal indeed. In newer States like Wisconsin, Minnesota and Michigan, which are not superior to Ontario in wealth and resources, the votes for the universities have been on a scale which indicates that their wants have only to be known to be freely supplied. Not only is the annual income placed on a secure basis, but sums for capital expenditure on new buildings and new teaching departments are readily granted. The two distinct objects of university education are mental culture and practical utility. In recent years the latter has steadily gained upon the former, owing to the utilitarian character of the age, and the increased expenditures have doubtless been chiefly for the development of this branch of instruction. In Ontario, as elsewhere, the

extra sums voted for University purposes have gone into new buildings and increased staff for the teaching of the applied sciences. The avowed aim has been to train the youth of the country for the varied occupations presented by material development. With this we have no desire to quarrel, regarding it, in fact, as the natural and justifiable course to pursue in a practical age and country. At the same time we wish to point out the value to the nation of maintaining at a high degree of efficiency the training in Arts. Without such training a university education would cease to possess its true significance. In no respect should this department of university work be permitted to fall behind. It is sometimes a just cause of complaint that the system of options is so constructed that university degrees are conferred upon men who are not, in the proper sense, university men at all. Against this danger, observable elsewhere, and, perhaps, to some extent here, the authorities of the University should be on their guard. The relation of all the science courses to the courses in Arts should be thoroughly considered and defined. The modern university must not part with the noble ideals of cultivated and scholarly tastes, of high thinking, of the love of learning for its own sake, which are among the most valuable inheritances which have come down to us from the past. In the case of the University of Toronto we hope that if thorough teaching in the humanities requires more money, the expenditure will be unhesitatingly incurred with every confidence that public opinion will approve.

A survey of the ever-widening field of work before the University brings us to the question of the income needed for present and future requirements. It is clear that the University cannot be allowed to stand still. Its necessary expansion must be taken into account and we feel sure that the Province desires its University to receive adequate support. A financial statement laid before the Commissioners by those authorized to speak for the University shows that a moderate estimate of the amount required from the Legislature during the next three years is as follows:

For 1905-6	$125,432
" 1906-7	168,263
" 1907-8	184,378

This does not provide for the annual cost of the School of Science, the expenditure upon which, now voted separately, should, if the two institutions are united, be added to the sums required for the University. According to an estimate of the requirements of the School of Science during the next three years, the net amounts are:

For 1905	$39,663
" 1906	56,255
" 1907	62,930

In these estimates we find no provision for capital expenditures or exceptional outlays for maintenance, but simply the sums needed to meet natural expansion on a moderate basis. For the two institutions, therefore, the Legislature would be called upon to vote during the next three years the following amounts :

For 1905-6	$165,095
" 1906-7	224,518
" 1907-8	247,308

With these figures before us, and after a careful inquiry into the additional expenditures likely to be required in the immediate future if the University is to be placed upon a proper financial basis, we have considered the whole question of income.

In respect to additional expenditures, not included in the estimates given above, we recommend that sums sufficient for the initial support of depart-

ments of Forestry, Pedagogy, and Household Science, and for the cost of maintaining chairs for scientific subjects in Medicine should be provided. It is not easy to state the precise additional amount which these would require, but a sum in the neighbourhood of $35,000 or $40,000 is the smallest estimate that could safely be made.

In determining the question of income, the amount and the method of providing it are both of moment. We believe that some means of fixing the income upon a definite basis should be found. It has been proposed that a certain percentage of some item of the Provincial revenue should be allotted to the University, and that the sum that this percentage yielded from year to year would form the amount to be voted annually by the Legislature. It must be borne in mind that the financial needs of the University will grow greater from year to year both because of the increase of the population of Ontario and the growth of knowledge in the world at large. The items of Provincial revenue, therefore, from which that portion of the income furnished by the state is to come, must also be one which will grow greater from year to year in at least as large a ratio as that of the increase in population. For this purpose the revenue from succession duties has been suggested. It is true that this is a tax which has aroused much opposition and which may be subject to change in the future, but it has been selected because it is at present a tax which grows in some relation to the growth of the Province and therefore to the growth of the University requirements. The Provincial revenue from this source during the past six years has been as follows :

1900	$228,360
1901	376,661
1902	236,169
1903	386,948
1904	458,699
1905	684,143

or an average for the six years of $395,163. As this particular source of revenue is supposed to be allocated under the Act to the discharge of certain Provincial expenditures, we have thought that the University income might be fixed by statute at a sum equal to a certain percentage of the revenue from succession duties. In order that this system might not introduce an element of inconvenient fluctuation, seeing that the revenue from succession duties varies considerably from year to year, we recommend that the percentage be calculated upon the average of three years' receipts. We believe that the income under this system or any other that may be selected, ought not to be less than $275,000 at the inception.

In order to show that the figures suggested by this report are not only not extravagant but are in fact very moderate, we quote an extract from the report of the Board of Curators of the University of Missouri to the General Assembly of that State, made in January, 1902. This portion of the report was made for the purpose of inducing Missouri to help more liberally its State University, but the biennial income of the University as shown by its report was $588,339, and of this $226,126 was derived from the Collateral Inheritance Tax of the State, a fund similar to our Succession Duties. The following is the extract :

" 1. University of Michigan (not including the Schools of Mines or the Agricultural College), ¼ mill (2¼ cents on the $100) of property. Income from all sources in a Biennial period about $1,000,000.

2. University of Wisconsin, about ¼ mill (2¼ cents a $100), for maintenance and a large tax additional for special purposes. Its income from all sources in a Biennial period nearly $800,000.

3. University of Iowa (not including the Agricultural College), about 1-5 mill a year (.02 on the $100). A similar tax in Missouri would yield for the Biennial period $540,000.

4. University of Nebraska, 2-3 mill (about 6 2-3 cents a $100). This is the largest tax levied in any state for the maintenance of its University. In Missouri it would yield a revenue in the Biennial period of $1,600,000.

5. University of California (which has besides an endowment of more than five millions), 3-20 mill (1 1-2 cents a $100). Its income from all sources in a Biennial period is not short of $1,000,000.

6. University of Minnesota for maintenance alone (not including buildings), 3-20 mill (1 1-2 cents a $100). The Biennial income is about $700,000.

7. Ohio University, 1-10 mill (1 cent a $100). Income from all sources in a Biennial period about $600,000.

8. University of Oklahoma, 1-2 mill (5 cents a $100). In Missouri this would yield $1,200,000 in a Biennial period.

9. University of Illinois asks of the Legislature in the coming Biennial period $900,000. I have no doubt that the expectation of the University will be fulfilled. They nearly always are fulfilled in that State.

10. The University of Kansas asks in the present Biennial period for $450,000, which it will probably receive. Neither in population nor wealth can Kansas be compared with the great commonwealth of Missouri. Will Missouri give less money to her University ?

11. Washington University in St. Louis has received in the last Biennial period about three millions of dollars. It had already received in late years a million and a half. When the Institution begins to feel the force of this immense sum ($4,500,000) the State University may no longer hold the leadership of education in Missouri. It is beyond controversy that when her new buildings are completed Washington University will be ahead of the State University in buildings and equipment. It will also be ahead in annual income apart from tuition. In addition to this it has a very large revenue from tuition fees. The great commonwealth of Missouri should not allow a private institution in one of her cities to excel the University of the entire commonwealth.

12. Departing from State Universities let us call attention to the fact that we must all compete in some measure with the University of Chicago, whose income exceeds $600,000 a year, or $1,200,000 each Biennial period."

As these figures are all given for a biennial period, one-half will in each case afford the proper comparison with Ontario. We should draw attention to the fact that these Universities are also afforded considerable financial aid by the Federal Government.

Endowment in Land.

Throughout North America little in the financial history of universities has been more noticeable than the good effect of large grants of wild land. The original grant to the University of Toronto has borne abundant fruit, has, indeed, made the present state of higher education in Ontario possible. By the settlement of the Provincial boundary we have obtained control of what is called New Ontario. It does not, therefore, seem unreasonable to express the hope that out of this enormous area at least a million acres will be set aside for the University and University College.

Trinity College.

The relation of Trinity College to the University and its precise position in the federal system have entailed special inquiry and consideration.

The Act of 1901 provided for the entry of Trinity College into federation. Trinity, like Victoria, was to suspend its degree-conferring powers, except in Theology, and its removal to a site near Queen's Park on the University land was contemplated, provision for the delivery of University lectures at Trinity College in the meantime being made. The Act empowered the Board of Trustees of the University to make an agreement with the

governing body of Trinity College for its federation on these terms, authority being also given the trustees to agree to such other terms, subject to the assent of the Lieutenant-Governor-in-Council, as might be deemed best in addition to or in lieu of the provisions of the Act. This agreement was to possess, and now possesses, the force of a statute. When it was framed in 1903, the policy contemplated by the Act, namely, the removal of Trinity to the Queen's Park, was changed, and the conclusion reached was that this policy should be abandoned and that Trinity should continue to occupy its present buildings, provision being made for, amongst other things, the permanent duplication there of lectures, the expense of which was to be borne by the Province, and for the setting aside of land on which Trinity might erect a building for the use of its students while attending lectures at the University.

The basis of federation then reached is not, in the opinion of the Commission, a satisfactory one, and we have earnestly sought some means by which the whole situation can be relieved and simplified.

To that end we invited the Provost and other gentlemen connected with and who are deeply interested in Trinity, to discuss informally with us the possibility of an arrangement being come to by which Trinity would, as contemplated by the Act of 1901, remove to the Queen's Park and the necessity for the duplication of lectures be avoided.

Several conferences with the Provost and members of the corporation and of the Board of Endowment of Trinity, for the informal discussion of the subject, have been held, but unfortunately it has not been possible to arrive at a basis of agreement acceptable to Trinity, and one that we can recommend for adoption by the University.

The removal of Trinity from its present seat to the University ground would entail a large expenditure for the erection of new buildings and Trinity is not unnaturally unwilling to provide for this expenditure by bringing to present sale its valuable property on Queen Street West, and it is open to serious doubt whether the proceeds of the sale would be sufficient to meet the outlay.

The policy of Trinity is to hold the Queen Street property for some years, in order that it may benefit by the increase in its value, which it is confidently hoped by Trinity may be expected in the near future and that the increased value of the property would eventually provide for the enlargement of its accommodation on the present site or for the erection of new buildings on another site.

It was suggested during our discussions that if a provincial guarantee of a loan to be raised by Trinity on the security of the Queen Street property, and the buildings to be erected on the University land were obtainable, it would be possible for Trinity to borrow what would be required for the erection of new buildings and continue its policy as to the Queen Street property, and that in that event Trinity might be willing to agree to remove to the University ground.

Though we were unable to reach a conclusion which would enable us to make a specific recommendation, the subject is one deserving of further consideration, and we recommend that it be taken up by the Board of Governors, and that a further effort be made to arrive at a basis of agreement more satisfactory than in our opinion is the one now existing. It would not seem unreasonable that the Province should guarantee the suggested loan if the amount of it were limited to the value of the Queen Street lands, and proper provisions were made to guard against the possibility of the security being impaired from the interest on the loan being allowed to fall into arrear. It would be proper also, we think, to reserve for a reasonable time for Trinity College a suitable site on the University ground. In the meantime it will be the duty of the authorities of the University to carry out in the spirit, as well as in the letter, the existing arrangements for the duplication of lectures.

UNIVERSITY OF CALIFORNIA

Scholarships.

The numerous scholarships and exhibitions open to merit which are attached to the Colleges of Oxford and Cambridge have been the means of drawing out not a little of the intellectual flower of British youth through the Universities into the great professions and the service of the State. The scholarships as a rule are a part of the original foundation of which the Scholar is the undergraduate, while a Fellow is the graduate member. The exhibitions are the gifts of private benefactors, whose names they bear, and by whose wills, saving necessary amendments, they are regulated. Here private beneficence might find in the foundation of scholarships open to merit an object personally interesting as well as highly beneficial to the State.

Future of the University.

The future of our Provincial University, a vital organ at once of our intellectual and industrial life, had been imperilled by the multiplication of Universities which distracted public interest and dissipated resources not more than sufficient at best for the maintenance of an adequate institution; while demand for expensive instruction in Science was rapidly increasing, and formidable competition in that department was growing up on the other side of the line. To further the process of reconcentration, and so far as might be necessary, to reorganize, was the duty assigned to this Commission. If we have seemed in fulfilling it, to aim at a high ideal, it was not because we were careless of financial limitations, but because to advance on the right path it is necessary to keep the ideal in view. We have arrived at a critical juncture in the progress of University education. The question presents itself, whether the main object shall be, as it has hitherto been, intellectual culture, or the knowledge which qualifies directly for gainful pursuits and opens the student's way to the material prizes of life. The second object has of late been prevailing, especially where commerce holds sway. The two, though distinct, need not be antagonistic. Science, properly so called, is culture of its kind and those who pursue it may in turn imbibe the spirit of culture by association. We could not pretend, in confronting this great question, to forecast or regulate the future. We could do no more than provide a home for culture and science under the same academical roof, uniting them as far as possible, yet leaving each in its way untrammelled by the union. But whatever may have been devised by us, or can possibly be devised in the way of reorganization, it is on the quality of teaching, on wise and vigorous management, on harmony among those engaged in the work, on the loyal attachment of all, administrators, teachers and students, to the common weal, together with the hearty appreciation and generous support of the people, that the success of the University must depend.

Dated at The Grange, Toronto, 4th of April, 1906.

J. W. Flavelle (*Chairman*).
Goldwin Smith.
W. R. Meredith.
B. E. Walker.
H. J. Cody.
D. Bruce Macdonald.
A. H. U. Colquhoun (*Secretary*).

L.—An Act respecting the University of Toronto and University College.

Assented to 14th May, 1906.

Meaning of Terms, ss. 2, 3.
Removal of Teaching Staff by Board, s. 4.
Proclamation changing name of, s. 5.
School of Practical Science united as Faculty of, s. 6.
Federation of Universities and Colleges, ss. 7, 8, 9.
Religious tests not required, s. 9.
Lands and property of, ss. 10-18.
  Vested in Board, s. 12.
  Not to be expropriated, s. 17.
  Exempt from Taxation, s. 18.
Endowment of Chairs or Scholarships, s. 19.
Board of Governors, ss. 20-46.
  Composition of, s. 24.
  Chairman of, s. 26.
  Term of office of members, s. 30.
  Removal of members by Lieutenant-Governor, s. 33.
  Powers of Crown transferred to, s. 38.
  Powers of, ss. 39-41.
  Annual report of, s. 44.
The Senate, ss. 47-56.
  How composed, s. 47.
  Teaching Staff of University not to be elected to, s. 48.
  Term of office of members, s. 50.
  Vacancies, ss. 51, 52.
  Powers and duties of, ss. 54, 55.
  Certain statutes of to be submitted to Board, s. 56.
Convocation, ss. 57-66.
  How composed, s. 57.
  Powers of, s. 58.
  Meetings, ss. 59, 60, 61.
  Quorum, s. 64.
  Chairman of, s. 68.
Chancellor, ss. 67-72.
  Graduate to elect, s. 67.
  To be Chairman of Convocation, s. 68.
Chancellor (*Continued*)—
  Conferring of degrees by, s. 69.
  Term of office, s. 70.
Council of Faculty of Arts, ss 73-75.
Council of University College, s. 77.
Powers and duties of Faculty Councils, s. 79.
Powers of Council of University College, s. 81.
"Caput," ss. 84-87.
President of University, ss. 88-91.
  Duties and Powers of, s. 88.
  Appointment of, *pro tem.*, ss. 89-91.
Principal of University College, s. 92.
Registrars, s. 93.
Discipline,
  Jurisdiction as to, ss. 94-100.
Election of Chancellor and members of Senate, ss. 101-126.
Apportionment of Course of Instruction in Arts, ss. 127, 128.
Attendance at Lectures, ss. 130, 134.
Fees for instruction in Arts, s. 133.
Enrolment of Students, ss. 136-138.
Annual Grant of portion of Revenue from Succession Duties, s. 140.
Trinity College,
  Rights of, s. 141.
  Removal to Queen's Park, s. 142.
  Loans to, may be guaranteed by Province, s. 142.
Devonshire Place,
  Power of Board to close, s. 143.
Wallbridge Scholarship, s. 144.
Federated Colleges, — when to become colleges of University, s. 145.
Commencement of Act, s. 148.

His Majesty, by and with the advice and consent of the Legislative Assembly of the Province of Ontario, enacts as follows:—

1. This Act may be cited as *The University Act, 1906.*

2. Where the words following occur in this Act, unless a contrary intention appears, they shall be construed as follows:—

(1) "The University" as meaning the University of Toronto.

(2) "The Board" as meaning the Governors of the University of Toronto.

(3) "Appointed members" as meaning the members of the Board appointed by the Lieutenant-Governor-in-Council.

(4) "Property" as including real property and all other property of every nature and kind whatsoever.

(5) "Real property" as including messuages, lands, tenements and hereditaments whether corporeal or incorporeal, and any undivided share thereof and any estate or interest therein.

(6) "College" as including a school or other institution of learning.

(7) "Teaching staff" as including professors, associate professors, lecturers, instructors, demonstrators and all others engaged in the work of teaching or giving instruction.

(8) "Now," as meaning when this Act goes into force.

(9) "Trinity College" as meaning Trinity College as established and incorporated by the Act passed in the 14th and 15th years of the reign of Her late Majesty, Queen Victoria, chaptered 32, and as constituted a University by Royal Charter bearing date the sixteenth day of July, 1853.

(10) "Head," when it refers to the head of a federated university or a federated college, as meaning the person who is or is certified by the governing body of such university or college to be the head thereof.

3. The Provincial University, known as the University of Toronto, the Provincial College, known as University College, the Senate, Convocation, the several faculties of the University and the Faculty of University College, are and each of them is hereby continued, and, subject to the provisions of this Act, shall respectively have, hold, possess and enjoy all the rights, powers and privileges which they respectively now have, hold, possess and enjoy.

4. All appointments in and statutes and regulations affecting the University and University College and each of them shall continue, subject to the provisions of this Act, and subject also, as to the teaching staff, and all officers, servants and employees, to their removal by the Board at its discretion.

5.—(1) If and when a proclamation to that effect shall be issued by the Lieutenant-Governor, the name of the University shall be changed to and the University shall be known as "The University of Ontario" from and after such date as shall be named in the proclamation for the change taking effect.

(2) Such proclamation shall not be issued unless and until a statute of the Senate approving of the change shall have been passed by the vote of at least three-fourths of the members thereof who may be present at a meeting called for the purpose of considering the question of making such change and unless and until the change shall have been sanctioned by the Board.

6.—(1) The School of Practical Science is hereby united with and shall form part of the University and constitute the faculty of Applied Science and Engineering thereof.

(2) The principal of the School of Practical Science shall become and be the Dean of the said faculty, and the professors, teachers, instructors and officers of the said school shall hold and occupy the like positions in the said faculty to those now held and occupied by them in the said school, but subject always to removal by the Board at its discretion.

(3) Whenever in any Act or document reference is made to the School of Practical Science, the same shall hereafter apply and extend to the said faculty.

(4) All moneys expended by the Board in the maintenance of the said faculty shall for the purposes and within the meaning of the agreement bearing date the second day of March, 1889, between Her late Majesty, Queen Victoria, and the Corporation of the City of Toronto, be deemed to be money expended by "Her Majesty and Her Successors acting by and through the Executive Council of the Province of Ontario."

(5) All courses of study in the said school, all Orders in Council relating thereto, and all by-laws, rules and regulations thereof, except in so far as the same are inconsistent with the provisions of this Act, shall

continue in force and apply to the said faculty in the same manner and to the same extent as the same are now applicable to the said school, but they may be abrogated or modified by the proper governing body of the University in that behalf as may be deemed expedient.

7.—(1) Every university and every college federated with the University and every college affiliated with the University shall continue to be so federated or affiliated, subject to any statute in that behalf and to this Act.

(2) A college affiliated with a federated university at the time of its federation with the University, whether such federation has heretofore been or shall hereafter be entered into, shall be deemed to be affiliated with the University.

(3) The following are declared to be the universities federated with the University, that is to say, Victoria University and Trinity College.

(4) The following are declared to be the colleges federated with the University, that is to say, Knox College, Wycliffe College and St. Michael's College.

(5) The following are declared to be the colleges affiliated with the University, that is to say; Albert College, The Ontario Agricultural College, The Ontario Medical College for Women, The Royal College of Dental Surgeons, The Toronto College of Music, The Ontario College of Pharmacy, The Toronto Conservatory of Music, The Hamilton Conservatory of Music, The Western Canada College of Calgary, The Columbian Methodist College, and The Ontario Veterinary College; the following the Colleges which are affiliated with the University by reason of their having been affiliated with Victoria University when the said last mentioned University became federated with the University, that is to say: The Ontario Ladies' College and Alma College; and St. Hilda's College, which is affiliated with the University by reason of its having been affiliated with Trinity College when Trinity College became federated with the University.

(6) A college which has been affiliated with the University since the 15th day of April, 1901, or which shall hereafter be affiliated therewith shall not be entitled to representation on the Senate unless so declared by statute in that behalf.

(7) The Senate may remove from federation or affiliation with the University any college now or hereafter federated or affiliated with the University which becomes an integral part of or federates or affiliates with any other university which has and exercises the powers of conferring any degrees other than those in theology.

(8) If and when any university now or hereafter federated with the University ceases to be federated therewith, every college which is affiliated with the University by reason only of its having beein affiliated with such federated university shall thereupon and thereafter cease to be affiliated with the University, but shall retain the same relation with the federated university with which it was affiliated as existed when such federated university became federated with the Universiy.

(9) The Arts faculties of Victoria University and Trinity College in their relation to the University shall be known as and may be called colleges of the University bearing respectively as such colleges the names Victoria College and Trinity College.

8.—(1) When any university in the Province of Ontario determines to surrender its degree conferring powers (except the power of conferring degrees in theology) and notifies the Board of such determination, the Board may by statute declare such university to be federated with the University on and from a day to be named in such statute, and thereupon and thereafter the power of such federated university to confer degrees, except in theology, shall be suspended.

(2) Every such statute shall be published forthwith after the passing thereof in the *Ontario Gazette*.

(3) The power and authority of conferring degrees, except in theology, of any university now or hereafter federated with the University shall be suspended and in abeyance, but may be resumed by such federated univer-

sity, Provided that three years shall have elapsed from the date when its federation with the University took effect, and that after the lapse of such three years one year's notice in writing of its intention to resume its degree-conferring powers shall have been given to the Board, and any such federated university shall cease to be federated with the University at and after the expiry of the said last mentioned period.

(4) Notice that any such federated university has ceased to be federated with the University and the date when it ceased to be so federated shall be published in the *Ontario Gazette*.

(5) The graduates and undergraduates in Arts, Science and Law of a federated university and such graduates and undergraduates thereof in Medicine as have passed their examinations in Ontario from and after the date when such university became federate with the University, and so long as such federation shall continue, shall have and enjoy the same degrees, honours and status in the University as they held and enjoyed in the federated university.

9.—(1) No religious test shall be required of any professor, lecturer, teacher, officer or servant of the University or of University College, or of any student thereof or therein, nor shall religious observances according to the forms of any religious denomination or sect be imposed on them or any of them, but the Board may make regulations touching the moral conduct of the students thereof and therein and their attendance on public worship in their respective churches or other places of religious worship and their religious instruction by their respective ministers, according to their respective forms of religious faith, and every requisite facility shall be afforded for such purposes, provided always that attendance on such forms of religious observance shall not be compulsory on any student attending the University or University College.

(2) Nothing in this section contained shall interfere with the right of any federated university or college to make such provision in regard to religious instruction and religious worship for its own students as it may deem proper, and to require the same to be observed as a part of its own discipline.

10.—(1) Separate accounts of the proceeds of the sales of the lands set apart for the use of the University and University College or either of them by the Act passed in the 60th year of the reign of Her late Majesty, Queen Victoria, chaptered 59, and by the Act passed in the third year of the reign of His Majesty, chaptered 36 (as amended by the Act passed in the 5th year of the same reign, chaptered 36), and by the Act passed in the said last mentioned year chaptered 37, shall continue to be kept by the proper officers and departments and yearly accounts thereof to be furnished to the Board, as provided in the said Acts, and all moneys derived from such sales shall be paid to the Board free from all charges or deductions for management or otherwise.

(2) The repeal by this Act of the Acts and parts of Acts mentioned or referred to in subsection 1 shall not affect or impair the right of the University and University College or either of them to have the lands mentioned therein set apart in accordance with and subject to the provisions of the Acts and parts of Acts so repealed, but such right shall remain in full force notwithstanding such repeal.

11. The annual grant of $7,000, provided for by the said first mentioned Act, shall continue to be paid to the Board as provided therein, and the same shall form a charge upon and be paid from time to time out of the Consolidated Revenue.

12. All property now vested in the Trustees of the University of Toronto is hereby, subject to any trust affecting the same, vested in the Board, and all property which heretofore has been or hereafter shall be granted, conveyed, devised or bequeathed to any person in trust for or for the benefit of the University and University College or either of them or of any faculty or department thereof or otherwise in connection therewith, subject always to the trust affecting the same, shall be vested in the Board.

13. All property which is vested in or used by the Crown for the

purposes of the School of Practical Science, and all unexpended appropriations out of the Consolidated Revenue for the maintenance thereof, shall belong to and are hereby vested in the Board.

14. The real property demised to the Corporation of the City of Toronto for the purpose of a park under the authority of section 66 of chapter 62 of the Consolidated Statutes of Upper Canada shall, so long as the lease thereof remains in force, form part of the City of Toronto, and the residue of the real property adjacent to the said park which is vested in the Board shall be subject to the police regulations of the said corporation and the council thereof and except as herein otherwise provided to the by-laws thereof.

15. All real property which is now or which hereafter shall be vested in the Board shall, as far as the application thereto of any statute of limitations is concerned, be deemed to have been and to be real property vested in the Crown for the public uses of the Province.

16. It is hereby declared that the dedication heretofore by the Crown for any purpose of any real property held for the purposes of the University and University College or either of them has not taken away from such real property any rights or privileges which it enjoyed as Crown lands or prejudicially affected the same, but that all such rights and privileges remain in full force and effect.

17.—(1) The real property vested in the Board shall not be liable to be entered upon, used or taken by any municipal or other corporation or by any person possessing the right of taking lands compulsorily for any purpose whatsoever ; and no power to appropriate real property hereafter conferred shall extend to such real property unless in the Act conferring the power it is made in express terms to apply to such real property.

(2) The provisions of subsection 1 shall apply to real property owned by or vested in any university or college federated with the University.

18.—(1) The property, real and personal, vested in the Board shall not be liable to taxation for provincial, municipal or school purposes, but shall be exempt from every description of taxation ; provided, always, that except as mentioned in subsection 2 the interest of every lessee and occupant of real property vested in the Board shall be liable to taxation.

(2) The liability to taxation of the interest of a lessee or occupant mentioned in this section shall not extend to the interest of a lessee or occupant being a member of the teaching staff or an officer or servant of the University or of University College, who, or being an association of under-graduates or an incorporated society of under-graduates or of graduates and undergraduates, which is the lessee or occupant of any part of the property commonly known as the University Park, composed of the north halves of Park lots numbers eleven, twelve and thirteen in the first concession from the Bay, in the Township of York (now in the City of Toronto), and including that part of park lot number fourteen in the said first concession, described in a certain conveyance to Her late Majesty Queen Victoria, registered as number 8654R in the registry office of the eastern division of the City of Toronto, but the interest of every such lessee or occupant shall be exempt from taxation.

(3) Those parts of the lots mentioned in subsection 2 which are now or hereafter may be owned, leased or occupied by any federated university or federated college for the purposes of such university or college shall also be exempt from taxation in the same way and to the same extent as the real property vested in the Board is by subsection 1 exempted from taxation.

19. Any person with the approval of the Board may, under and subject to such terms and conditions as he may prescribe, endow a chair or found a scholarship in the University or University College, or aid the University and University College and each of them by providing an endowment for any other purpose or object in connection therewith.

20. There shall be and is hereby constituted a Board of Governors of the University and University College.

21. The Board shall be a body corporate by the name and style of

"The Governors of the University of Toronto," and shall have all the rights, powers and privileges mentioned in subsection 25 of section 8 of *The Interpretation Act,* and also the power to take and hold real property for the purposes of the University and of University College without license in mortmain.

22. The Board shall not be deemed to be a new corporation, but shall be taken to be and shall be the successor of "The Trustees of the University of Toronto," with the enlarged rights, powers and privileges conferred by this Act.

23. Any action or proceeding now pending in any court may be continued to be prosecuted or defended, as the case may be, in the name of "The Trustees of the University of Toronto," or the name of the Board may at its option be substituted therefor.

24. The Board shall consist of the Chancellor and the President of the University, who shall be *ex-officio* members thereof, and eighteen persons appointed by the Lieutenant-Governor-in-Council.

25. No person shall be eligible for appointment as a member of the Board unless he is a British subject, and a resident of the Province of Ontario.

26. One of the members of the Board shall be appointed by the Lieutenant-Governor-in-Council to be the chairman thereof.

27. The Board may appoint one of its members to be Vice-Chairman, and, in case of the absence or the illness of the Chairman, or of there being a vacancy in the office of Chairman, the Vice-Chairman shall act for and have all the powers of the Chairman, and an entry in the minutes of the Board declaring that any of the said causes for the appointment of a Vice-Chairman exists shall be conclusive evidence of the fact so declared.

28. Unless and until otherwise provided by the Board, seven members thereof shall be necessary to constitute a quorum.

29. Notwithstanding any vacancy in the Board, as long as there are at least ten members thereof it shall be competent for the Board to exercise all or any of its powers.

30. The appointed members of the Board, except those who shall be first appointed after the passing of this Act, shall hold office for six years.

31. Of the first appointed members of the Board, 6 shall be appointed and hold office for two years ; 6 for four years, and the remaining 6 for six years, and all of them until their successors are appointed.

32. The appointed members of the Board shall be eligible for reappointment.

33. The appointed members of the Board and any or either of them may be removed from office by the Lieutenant-Governor-in-Council.

34. The head of University College, the head of a federated university, or of a federated or an affiliated college, a member of the teaching staff of the University, of University College, of a federated university, or of a federated or affiliated college, shall not be eligible to be appointed as a member of the Board.

35. If a member of the Board, after his appointment, accepts or occupies any of the said offices or positions, or goes to reside out of the Province, or becomes insane or otherwise incapable of acting as a member of the Board, he shall *ipso facto* vacate his office, and a declaration of the existence of such vacancy entered upon the minutes of the Board shall be conclusive evidence thereof.

36. In the case of a vacancy in the Board, caused by death, resignation or otherwise, which shall happen before the term of office for which a member has been appointed has expired, the vacancy shall be filled by the appointment by the Lieutenant-Governor-in-Council of a successor to the member who has died, or resigned, or otherwise ceased to be a member, who shall hold office for the remainder of the latter's term of office.

37. The government, conduct, management and control of the University and of University College, and of the property, revenues, business and affairs thereof, shall be vested in the Board.

38. All the powers over, in respect of, or in relation to the University

and University College and each of them which now are or may be exercised by the Lieutenant-Governor, save only such powers as are by this Act expressly reserved to the Lieutenant-Governor-in-Council, are hereby, subject to the provisions of this Act, vested in the Board.

39. Without thereby limiting the general powers by this Act conferred upon or vested in the Board, it is hereby declared that the Board shall have the following powers :

(1) To make rules and regulations pertaining to the meetings of the Board and its transactions, for fixing the quorum of the Board, and for the appointment of such committees as it may deem necessary, and for conferring upon any of such committees power and authority to act for the Board in and in relation to such matters as the Board may deem it expedient to delegate to a committee with power to act for the Board.

(2) To appoint the President of the University, the Principal of University College, the Deans of all the faculties, the Librarian, the Bursar, the Registrar of the University, the Registrar of University College, the professors, teachers and instructors of and in the University and in University College, and all such officers, clerks, employees and servants as the Board may deem necessary for the purposes of the University and University College or either of them, and to fix their salaries or remuneration, and to define their duties, except those of the Librarian, and their tenure of office or employment, which, unless otherwise provided, shall be during the pleasure of the Board. Provided, always, that no person shall be appointed as Principal of University College, or as a Dean of any faculty, or as a member of the teaching staff of the University, or of any faculty thereof, or of University College, unless he shall have been first nominated for the position to which it is proposed to appoint him by the President of the University, and provided also that no Dean of a faculty or member of the teaching staff of the University, or of any faculty thereof, or of University College, shall be promoted, and no principal of University College or Dean of a faculty or member of such teaching staff shall be removed from office except upon the recommendation of the President of the University, but this proviso shall not apply where there is a vacancy in the office of President.

(3) To make regulations respecting and to provide for the retirement and superannuation of any of the persons mentioned in subsection 2, or the payment of a gratuity to any of them upon retirement, and to provide that any superannuation or retiring allowance or gratuity shall be paid out of a fund which may be created for that purpose either with the moneys of the Board or by contributions thereof from the persons aforesaid, or partly by both.

(4) Subject to the limitations imposed by any trust as to the same, to invest all such moneys as shall come to the hands of the Board, and shall not be required to be expended for any purpose to which it lawfully may be applied, in such manner as to the Board may seem meet.

(5) To purchase and to take and hold by gift or devise real property for the purposes of the University and University College, or either of them, without license in mortmain, and every person shall have the unrestricted right to devise and bequeath property, real and personal, for the purposes of the University and University College, or either of them, to the Board, or otherwise, for such purposes, any law to the contrary notwithstanding.

(6) To purchase and acquire all such property as the Board may deem necessary for the purposes of the University and University College, or either of them.

(a) The power conferred by this subsection shall include that of purchasing the interest of any lessee in any real property vested in the Board which is under lease.

(7) Without the consent of the owner thereof or any person interested therein to enter upon, take, use and appropriate all such real property as the Board may deem necessary for the purposes of the University and University College, or either of them, making due compensation therefor

to the owners and occupiers thereof, and all persons having any interest therein.

(8) The provisions of *The Municipal Arbitrations Act* and of sections 437 to 467, both inclusive, of *The Consolidated Municipal Act, 1903,* shall *mutatis mutandis* apply to the Board, and to the exercise by it of the powers conferred by subsection 7, and where any act is by any of the said provisions required to be done by the clerk of a municipality, or at the office of such clerk, the like act shall be done by the Bursar of the University, or at his office (as the case may be).

(9) To acquire, hold, maintain and keep in proper order and condition such real property as the Board may deem necessary for the use of the students of the University and University College, and each of them, for athletic purposes, and to erect and maintain such buildings and structures thereon as it may deem necessary.

(10) To make such regulations and provide such means for the physical examination, instruction and training of the students of the University and of University College as to the Board may seem meet.

(11) To sell any of the real property vested in the Board or to lease the same for any period not exceeding twenty-one years, to commence in possession, with such right of renewal and under and subject to such rents, covenants, agreements and conditions as to the Board may seem meet.

(12) To lay out and expend such sums as the Board may deem necessary for the support and maintenance of the University and University College, and each of them, and for the betterment of existing buildings, and the erection of such new buildings as the Board may deem necessary for the use or purposes of the University and University College, and each of them, and for the furnishing and equipment of such existing and newly erected buildings.

(13) To lay out and expend such sums as the Board may deem necessary for the erection, equipment, furnishing and maintenance of residences and dining halls for the use of the students of the University and of University College, and of each of them, whether such students be graduates or undergraduates, and to acquire and take over from any corporation any rights and powers possessed by it in respect of University residences and any property vested in it, on such terms as may be agreed on between such corporation and the Board, and such corporation is hereby empowered to enter into and to carry into effect any agreement for the purposes aforesaid, and upon such agreement being completed such corporation shall, if so provided by the terms of the agreement, be dissolved, and its rights, powers and property be vested in the Board.

(14) To make such rules and regulations as may to the Board seem meet for the management, government and control of such residences and dining halls.

(15) To establish such faculties, departments, chairs and courses of instruction in the University, and such departments, chairs and courses of instruction in University College in any subject except theology, as to the Board may seem meet.

(16) To provide for the federation with the University of any college established in this Province for the promotion of Art or Science, or for instruction in Law, Medicine, Engineering, Agriculture, or any other useful branch of learning, on such terms as to representation on the Senate, and otherwise, as to the Board may seem meet, and to enter into any agreement which may be deemed necessary to effectuate such federation.

(17) To provide for the affiliation with the University of any college established in Canada for the promotion of Art or Science, or for instruction in Law, Medicine, Engineering, Agriculture or any other useful branch of learning, on such terms as to representation on the Senate and otherwise as to the Board may seem meet, and to enter into any agreement which may be deemed necessary to effectuate such affiliation.

(18) To provide for the dissolution of any such affiliation and of any existing affiliation and for the modification or alteration of the terms thereof.

(19) To fix and determine the fees to be paid for postgraduate instruc-

tion, and for instruction in the faculties of medicine and applied science and engineering, and in any other faculty that may hereafter be established, the fees to be paid by regular and occasional students in the University and in University College for enrolment therein, the library fees, the laboratory fees, the gymnasium fees, the fees for physical examination and instruction, and the fees for examinations, degrees and certificates, and when a federated college by arrangement with the proper authorities in that behalf teaches any part of the course in Arts, to make such a reduction in the fees, payable by the students so taught in such college, as may to the Board seem reasonable.

(20) To enter into such arrangements with the governing body of any secondary or primary school as the Board may deem necessary for the purpose of or in connection with the academic work of the University or of any faculty or department thereof, and the governing body of any such school which is a Collegiate Institute, a High School, a Technical School, or a public school, shall have authority, with the approval of the Lieutenant-Governor-in-Council, to make such arrangements with the Board.

40. The Board shall have power to modify, alter and change the constitution of any body constituted or continued by this Act, except the Senate, and to create such new bodies as may be deemed necessary for the purpose of carrying out the objects and provisions of this Act, and also to confer upon the bodies constituted or continued by this Act, or any or either of them, and upon any new body which hereafter may be constituted, such powers as to the Board may seem meet, but nothing herein contained is to be taken to authorize any abridgement of the powers by section 54 of this Act conferred upon the Senate.

41.—(1) The Board may make provision for enabling the students of the University, University College and the federated universities and federated colleges to appoint a representative committee of themselves to be chosen in such manner as shall be approved by the Board, and which shall be the recognized official medium of communication on behalf of such students between them and the Board, and which shall have the right to make communications through the President of the University to the Board upon any subject in which they are or may deem themselves to be interested. Provided, always, that nothing herein contained shall take away or impair the right of any student of or in the University or University College to make complaint to the governing bodies thereof or to the Board in respect of any matter as to which he is or may deem himself to be entitled to complain; but every such complaint shall be transmitted through the President to the Board or to the proper governing body (as the case may be), and in no other manner whatsoever.

(2) Nothing in this section contained is intended to or shall impair or affect the right of control which any federated university or college possesses over its students.

42.—(1) The Board shall not incur any liability or make any expenditure which has the effect of impairing the present endowment of the University and University College, or any addition to such endowment which shall hereafter be made, unless an estimate therefore shall have been first made and approved by the Lieutenant-Governor-in-Council.

(2) In this section the term "endowment" shall mean and include the real property which is by this Act vested in the Board, the proceeds of any part thereof which shall hereafter be sold, and the moneys now invested in mortgages or other securities which are by this Act vested in the Board.

(3) The Board shall not incur any liability or make any expenditure for the purchase of land or the erection of buildings unless the same can be met and shall be provided for out of the annual income of the year, or shall be sanctioned by the Lieutenant-Governor-in-Council.

43. Save as in this Act otherwise expressly provided, the action of the Board in any matter with which it may deal shall be by resolution or by statute, as the Board may determine, but it shall not be essential to the validity of any such resolution or statute that it be under the corporate seal of the Board if it be authenticated in the manner prescribed by the Board.

44.—(1) The accounts of the Board shall be audited at least once a year by the Provincial Auditor, or by some person appointed by the Lieutenant-Governor-in-Council for that purpose.

(2) The Board shall make an annual report of its transactions to the Lieutenant-Governor-in-Council, in which shall be set forth in detail the receipts and expenditures for the year ended on the next preceding thirtieth day of June, and of the investments as they stood at the end of such year, and such other particulars as the Lieutenant-Governor-in-Council may from time to time require.

(3) Such report shall be transmitted to the Provincial Secretary on or before the first day of December next after the close of the year for which it is made, and shall be laid before the Legislative Assembly within the first ten days of its then next session.

45. No action shall be brought against the Board or against any member thereof on account of anything done or omitted by him in the execution of his office without the written consent of the Attorney-General for Ontario.

46. If any question shall arise as to the powers and duties of the Council of University College, of the council of any faculty, of the Caput, of the President, of the Principal of University College, or of any officer or servant of the University or of University College, the same shall be settled and determined by the Board, whose decision shall be final.

The Senate.

47. The Senate of the University shall be composed as follows :

(1) The Chancellor of the University, the Chairman of the Board, the President of the University, the Principal of University College, the President or other head of every federated university and federated college, the Deans of the faculties of the University, and all persons who at any time have occupied the office of Chancellor or Vice-Chancellor of the University shall be *ex-officio* members.

(2) The Faculties shall be entitled to representation as follows :

The Faculty of Arts of the University by the professors (not including associate professors) of the faculty, each of whom shall be a member of the Senate;

The Faculty of Medicine by five members;

The Faculty of Applied Science and Engineering by five members;

The Faculty of University College by three members;

The Faculty of Arts of Victoria University by three members;

The Faculty of Arts of Trinity College by three members;

And the Faculty of Arts of every university hereafter federated with the University by three members.

The representatives of the faculties of the University except of the Faculty of Arts, and the representatives of the Faculty of University College and of the Faculties of Arts of the federated universities, shall be chosen by the members thereof.

(3) One member appointed by each federated university, two members appointed by each federated college, one member appointed by the Law Society of Upper Canada, and subject to any Statute in that behalf one member appointed by the governing body of every affiliated college which now is or shall hereafter be entitled to appoint a representative.

(4) Twelve members elected by the graduates in Arts in the University who at the time of graduation were enrolled in University College; five members elected by the graduates in Arts and Science of Victoria University and the graduates in Arts of the University who at the time of graduation were enrolled in Victoria College; five members elected by the graduates in Arts and Science of Trinity College and the graduates in Arts of the University who at the time of graduation were enrolled in Trinity College; four members elected by the graduates in Medicine; two members elected by the graduates in Applied Science and Engineering; two members elected by the graduates in Law; two members elected by the graduates in Agriculture; and four members elected by such persons as hold certificates as

Principals of Collegiate Institutes or High Schools or Assistants therein, and are actually engaged in teaching in a Collegiate Institute or a High School.

(5) A university hereafter federated with the University shall be entitled to be represented on the Senate in the proportion of one representative for every one hundred graduates in Arts, and for any fraction of one hundred over one-half the federated university shall be entitled to one additional representative; provided, always, that in no case shall the number of such representatives exceed five.

(6) If and when any new faculty is established in the University provision may be made by the Senate, subject to confirmation by the Board, for the representation on the Senate of the graduates of such faculty.

48. Members of the teaching staff of the University, of University College, of the federated universities, and of the federated and affiliated colleges, shall not be eligible for election by any of the graduate bodies.

49. No person shall be eligible for election as Chancellor or for election or appointment as a member of the Senate unless he is a British subject and a resident of the Province of Ontario.

50. The tenure of office of the elected and the appointed members of the Senate shall be for four years, and until their respective successors are elected or appointed.

51. If any elected or appointed member of the Senate resigns, goes to reside out of the Province, becomes insane or incapable of acting, or becomes a member of the teaching staff of any of the bodies mentioned in section 48, not being the body which he has been appointed to represent, his seat shall *ipso facto* become vacant, and a declaration of the existence of any vacancy entered upon the minutes of the Senate shall be conclusive evidence thereof.

52. If any vacancy shall occur from any cause, the same shall be filled, in the case of an appointed member, by the body possessing the power of appointment; and in case of a member elected by the graduates or by any class of graduates, or by the principals of Collegiate Institutes and High Schools, and assistants therein, such vacancy shall be filled by the Senate, and the persons appointed or elected to fill such vacancy shall hold office for the remainder of the term of office of the member whose seat has become vacant.

53. If any question shall arise touching the election of the Chancellor or of any elective member of the Senate, or the right of any person to be or sit or act as Chancellor, or as a member of the Senate, the same shall not be raised or determined in or by any action or proceeding in any court, but shall be determined by the Senate, whose decision shall be final.

54. In addition to such others as are expressly mentioned in this Act, the Senate shall have the following powers and perform the following duties:

(1) To provide for the regulation and conduct of its proceedings, including the determining of the quorum necessary for the transaction of business;

(2) To provide for the granting of and to grant degrees, including honorary degrees and certificates of proficiency, except in theology;

(3) To provide for the establishment of exhibitions, scholarships and prizes;

(4) To provide for the affiliation with the University of any college established in Canada for the promotion of Art or Science, or for instruction in Law, Medicine, Engineering, Agriculture or any other useful branch of learning, and for the dissolution of such affiliation, or of any existing affiliation, or the modification or alteration of the terms thereof;

(5) To provide for the cancellation, recall and suspension of the degree, whether heretofore or hereafter granted or conferred, of any graduate of the University who has heretofore been or shall hereafter be convicted in the Province of Ontario or elsewhere of an offence which, if committed in Canada, would be an indictable offence, or who has been or shall hereafter be guilty of any infamous or disgraceful conduct, or of conduct unbecoming a graduate of the University; for erasing the name of such graduate from

the roll or register of graduates, and for requiring the surrender for cancellation of the diploma, certificate or other instrument evidencing the right of such graduate to the degree of which he shall have been deprived under the authority of any such statute; and for providing the mode of inquiring into and determining as to the guilt of such graduate, and the procedure generally in respect of any of the said matters, and for the purpose of making such inquiry the Senate and the committees thereof shall have all the powers which are by *The Revised Statute respecting Inquiries concerning Public Matters* conferred upon commissioners appointed under the provisions of the said Revised Statute;

(6) To provide for the establishment of any faculty, department, chair and course of instruction in the University;

(7) To provide for the establishment of any department, chair and course of instruction in University College in any subject except theology;

(8) To appoint scrutineers for the counting of the votes for Chancellor and for elective members of the Senate;

(9) To consider and to determine on the report of the respective faculty councils as to the courses of study in all the faculties;

(10) To consider and determine as to all courses of study to which subsection 9 does not apply;

(11) To consider and to determine on the report of the respective faculty councils as to the appointment of examiners, and the conduct and results of the examinations in all the faculties;

(12) To provide for the appointment of the examiners for and for the conduct of all University examinations other than those in the faculties of the University and for the determining of the results of such examination.

(13) To hear and determine appeals from decisions of the faculty councils upon applications and memorials by students and others;

(14) To consider all such matters as shall be reported to it by the Council of any faculty, and to communicate its opinion or action thereon to the Council;

(15) To provide for the representation on the Senate of any faculty which may hereafter be established in the University, and of the graduates in such faculty, if, in the opinion of the Senate, provision should be made for separate representation of such graduates;

(16) To provide for the preparation and publication of the Calendars, which shall include those of University College and the federated universities, or such of them as may desire that their calendars shall be inserted therein;

(17) To make rules and regulations for the management and conduct of the Library, and to prescribe the duties of the Librarian;

(18) To make such changes in the composition of the Senate as may be deemed expedient;

(19) To make such recommendations to the Board as may be deemed proper for promoting the interests of the University and of University College, or for carrying out the objects and provisions of this Act.

55.—(1) Nothing in section 54 contained shall authorize the Senate to make any change in its composition which shall affect the rights of representation thereon of a federated university or the faculty of Arts thereof, or of a federated college or of the graduates of a federated university, unless the same shall be assented to by the federated university or college affected by such change.

(2) Nothing in this Act contained shall prevent the Senate from taking the initiative in determining as to any course of study or any change therein, but before passing any statute providing therefor the Senate shall refer to the appropriate faculty council the proposition under consideration for inquiry and report thereon by such faculty council.

56. A certified copy of every statute or other enactment of the Senate providing for any of the matters or things mentioned in section 54 and therein numbered 3, 4, 5, 6, 7, 9, 10, 15, 17 and 18 shall within ten days after

the passing thereof, be transmitted to the Board, and no such statute or enactment shall have force or effect until it has been approved by the Board.

57. Convocation shall consist of all the graduates of the University and of the federated universities.

58. Convocation shall have power:

(1) To make regulations for governing its proceedings and the mode of conducting the same, and keeping records thereof;

(2) To appoint a Clerk of Convocation, and to prescribe his duties;

(3) In case of the absence of the Chancellor, to elect a presiding officer for any meeting thereof;

(4) To consider all questions affecting the interests and well-being of the University, and to make representations thereon to the Board and to the Senate;

(5) To require a fee to be paid by the members as a condition of their being placed on the register of members, and to provide that no member whose name does not appear in such register shall be entitled to take any part in the proceedings of Convocation;

(6) To appoint an Executive Committee and to confer upon it such powers as to Convocation may seem meet.

59. Convocation shall meet when convened by the Chancellor, and also at such times and places as may be fixed by Convocation by regulation in that behalf, and in the absence of such regulation, as may be fixed by Convocation or by the Executive Committee thereof, and it shall be the duty of the Board to provide a suitable place for its meetings.

60. Notice of all meetings shall be given in such manner as may be prescribed by Convocation by regulation in that behalf, and in the absence of such regulation as may be directed by Convocation or by the Executive Committee thereof.

61. A true copy of the minutes of the proceedings of every meeting of Convocation shall be transmitted without unnecessary delay to the Board and to the Senate.

62. All questions shall be decided by the vote of the majority of the members present.

63. The Chairman or presiding officer shall be entitled to vote as a member of Convocation, and any question on which there is an equality of votes shall be deemed to be negatived.

64. No question shall be decided at any meeting unless at least twenty-five members are present.

65. If at least twenty-five members by writing under their hands, setting forth the objects thereof, require the Chairman to convene a special meeting of Convocation, it shall be the duty of the Chairman to call the same without any unnecessary delay.

66. No matter shall be considered at any such meeting except that for the consideration of which the meeting shall have been called.

67. There shall be a Chancellor of the University, who shall be elected by the graduates thereof at the time and in the manner hereinafter mentioned.

68. The Chancellor shall be the Chairman of Convocation.

69. All degrees shall be conferred by the Chancellor, or, in case of his absence, or of there being a vacancy in the office of Chancellor, by the President, or, in case of the absence of both of them, or of both offices being vacant, by some member of a faculty of the University, to be appointed for the purpose by the Senate.

70. The Chancellor shall hold office for four years, and until his successor is chosen.

71. If the Chancellor dies, goes to reside out of the Province, or becomes insane or otherwise incapable of acting, he shall *ipso facto* vacate his office, and a declaration of the existence of such vacancy by the Senate entered upon its minutes shall be conclusive evidence thereof.

72. In the case of a vacancy in the office of Chancellor caused by death, resignation or otherwise, before the term of office for which the Chancellor

was elected has expired, the vacancy shall be filled by the appointment by the Senate at a special meeting thereof called for the purpose, of which at least thirty days' notice shall be given, of a successor, who shall hold office for the remainder of the term for which the Chancellor shall have been elected.

73. There shall be a faculty council to be known as "The Council of the Faculty of Arts."

74. It shall consist of the President of the University, the Principal of University College, the President or other head of every federated university, the Dean of the Faculty of Arts, the teaching staff in the Faculty of Arts of the University, the teaching staff of University College, the teaching staff in the Faculty of Arts of Victoria College, of Trinity College, and of every other university hereafter federated with the University, one professor in the department of religious knowledge appointed by the theological faculty in each federated university whether now or hereafter federated, and one professor appointed by each of the federated colleges. Provided, always, that the lecturers and instructors whose appointments are temporary shall not for the purpose of this section be deemed to be members of the teaching staff, and provided, also, that the lecturers and instructors who are members of the Council shall act as assessors only, and shall not be entitled to vote.

75. The powers and duties of the Council of the Faculty of Arts shall be:

(1) To make rules and regulations for governing its proceedings, including the determining of the quorum necessary for the transaction of business;

(2) To fix and determine the courses of study in Arts, subject to the approval of the Senate;

(3) Subject to the approval of and confirmation by the Senate, to appoint the examiners for and to conduct the examinations of the Arts courses, and to determine the results of such examinations;

(4) To deal with and, subject to an appeal to the Senate, to decide upon all applications and memorials by students or others in connection with the Faculty of Arts;

(5) To consider and report to the Senate upon such matters affecting the Faculty of Arts as to the Council may seem meet.

(6) For the purposes of this section the term "the Faculty of Arts" shall mean and include the teaching bodies and persons mentioned in section 74.

76. There shall also be a Council for every other faculty of the University now or hereafter established, and a Council for University College.

77. The Council of University College shall consist of the Principal and the teaching staff thereof and the Councils of the said other faculties shall consist of the respective teaching staffs thereof.

78. "Teaching staff" shall have the limited meaning given to it in the provisions of this Act relating to the Council of the Faculty of Arts, and the lecturers and instructors who are members of such Councils shall act as assessors only, and shall not be entitled to vote.

79. The powers and duties of the Faculty Councils provided for by section 76 shall be:

(1) To make rules and regulations governing their proceedings, including the determining of the quorum necessary for the transaction of business;

(2) Subject to the provisions of this Act, and to the approval of the Board, to make rules and regulations for the government, direction and management of their respective faculties and the affairs and business thereof;

(3) To fix and determine the courses of study in their respective faculties, subject to the approval of the Senate;

(4) Subject to the approval of and confirmation by the Senate, to appoint examiners for and to conduct the examinations of the courses in their respective faculties, and to determine the results of such examinations;

(5) To deal with and, subject to an appeal to the Senate, to decide upon all applications and memorials by students and others in connection with their respective faculties;

(6) To consider and report to the Senate upon such matters affecting their respective faculties as to the Councils may seem meet.

80. Except in the case of the Council of the Faculty of Arts, the Dean shall be Chairman of the Council of the Faculty of which he is Dean.

81. The powers and duties of the Council of University College shall be:

(1) To make rules and regulations for governing its own proceedings, including the determining of the quorum necessary for the transaction of business;

(2) Subject to the provisions of this Act and to the approval of the Board, to make rules and regulations for the government, direction and management of University College and the affairs and business thereof;

(3) To appoint the examiners for and to conduct the examinations of University College;

(4) To consider and report to the Board and to the Senate or to either of them upon such matters affecting University College as to the Council may seem meet.

82. The Principal of University College shall be the Chairman of the Council thereof.

83. The Librarian of the University shall be *ex-officio* a member of all faculty councils and of the Council of University College.

84. Unless and until otherwise provided by the Board, there shall be a Committee to be called the Caput, which shall be composed of the President of the University, who shall be the Chairman thereof; the Principal of University College, the heads of the federated universities, the heads of the federated colleges, and the Deans of the faculties of the University, and the presence of at least five of the members of the Caput shall be necessary to constitute a quorum for the transaction of business.

85. The Caput shall have the following powers and perform the following duties:

(1) To fix and determine the time tables for the lectures and other instruction in the University which affect more than one faculty, or which affect University College, or a federated university or college;

(2) To authorize such lecturing and teaching in the University by others than the duly appointed members of the teaching staff thereof, and to prevent all lecturing and teaching not so authorized;

(3) To exercise the powers as to discipline conferred upon it by sections 96 to 99 inclusive of this Act;

(4) Generally to deal with all such matters as may be assigned to it by the Board or by the Senate, provided, in the latter case, that such matters fall within the powers conferred upon the Senate by this Act.

86. A copy of every general rule or regulation made by the Caput shall be transmitted to the Board, and no such general rule or regulation shall have any force or effect until it has been approved by the Board.

87. The Caput may advise the President in all matters affecting the academic interests of the University, but the powers of the President shall not be subject to its control.

88.—(1) There shall be a President of the University, who shall be the chief executive officer thereof, and shall have general supervision over and direction of the academic work of the University, and the teaching staff thereof, and the officers and servants employed in or in connection with such work, including the Registrar of the University, and shall also have such other powers and perform such other duties as from time to time may be conferred upon or assigned to him by the Board.

(2) He shall be a member of all faculty councils, and Chairman of the Council of the Faculty of Arts.

(3) He shall be Chairman of the Senate.

(4) In the absence of the Chancellor, he shall confer all degrees.

(5) He shall call meetings of the Council of the Faculty of Arts in accordance with the regulations of the Council, and also when requested to do so by at least five members thereof.

(6) He shall have power to suspend any member of the teaching staff of

the University and of University College, and any officer and servant mentioned in subsection 1, and when he shall exercise such powers he shall forthwith report his action to the Board, with a statement of his reasons therefor.

(7) He shall make recommendations to the Board as to all appointments to and all promotions in, and removals from the teaching staff of the University, and of University College (including the Principal), and of the officers and servants mentioned in subsection 1.

(8) He shall have the right to summon meetings of any faculty council, and of the Council of University College, whenever he may deem it necessary to do so, and to take the chair at any meeting thereof at which he may be present.

(9) He may also, at his discretion, convene joint meetings of all the faculty Councils and the Council of University College or of any two or more of them.

(10) He shall report annually to the Board and to the Senate upon the progress and efficiency of the academic work of the University and of University College, and as to their progress and requirements, and make such recommendations thereon as he may deem necessary, and he shall also report upon any matter which may be referred to him by the Board or by the Senate.

(11) The enumeration of the express powers mentioned in subsections 4 to 11, inclusive, shall not be taken to limit the general powers conferred by subsection 1.

89. Subject to the provisions of section 91 in case of his absence or illness the President may appoint a member of any faculty to act in his stead, and if there is a vacancy in the office of President, or if no appointment is made, the Board may appoint a member of any faculty to act *pro tempore,* and, failing an appointment, and until it is made, the Dean of the faculty of Arts of the University shall act as President *pro tempore.*

90. The person acting pursuant to any such appointment shall have and may exercise all the powers and shall perform all the duties of President, but not those as to appointments, promotions and removals, unless he shall be requested by the Board to do so.

91. When and so long as there is a Vice-President of the University he shall act for the President in case he is absent or ill, or if there is a vacancy in the office, or at the request of the President, and while so acting the Vice-President shall have and may exercise all the powers and shall perform all the duties of President, but not those as to appointments, promotions and removals unless he shall be requested by the Board to do so.

92.—(1) There shall be a principal of University College, who shall be the chief executive officer thereof, and shall have general supervision over and direction of the academic work of University College, and the teaching staff thereof, and the officers and servants employed in or in connection with such work, including the Registrar of University College, and shall also have such other powers and perform such other duties as from time to time may be assigned to him by the Board.

(2) He shall be a member of the Council of the Faculty of Arts.

(3) He shall call meetings of the Council of University College in accordance with the regulations of the Council, and when requested to do so by at least five members thereof, and also whenever he may see fit.

(4) He shall have power to suspend any member of the teaching staff of University College, and any officer and servant mentioned in subsection 1, and when he shall exercise such power he shall forthwith report his action to the President with a statement of his reasons therefor.

(5) He shall report annually to the Board and to the Senate upon the progress and efficiency of the academic work of University College, and as to its progress and requirements, and make such recommendations thereon as he may deem necessary, and he shall also report upon any matter which may be referred to him by the Board or by the Senate, and his reports shall, in all cases, be made through the President.

(6) In case of the absence or illness of the principal he may appoint a member of the teaching staff of University College to act for him and failing an appointment and until it is made by him, or if there be a vacancy in the office of principal the senior member of the teaching staff of University College shall act as principal *pro tempore*.

93. There shall be a Registrar for the University and a Registrar for University College, and the offices shall not be held by the same person.

94. The Council of University College, and the governing bodies of the federated universities and colleges, shall, respectively, have disciplinary jurisdiction over and entire responsibility for the conduct of their students in respect of all matters arising or occurring in or upon their respective college buildings and grounds, including residences.

95. The councils of such of the faculties as shall have assigned for their separate use any building or buildings and grounds, including residences, shall have disciplinary jurisdiction over and entire responsibility for the conduct of all students in their respective faculties in respect of all matters arising or occurring in or upon such building, or building and grounds.

96. In all other cases, and, save as aforesaid, as respects all students to whatsoever college or faculty they may belong, disciplinary jurisdiction shall be vested in the Caput, but the Caput may delegate its authority in any particular case or by any general regulation to the council or other governing body of the university or college or faculty to which the student belongs.

97. The Caput shall also have power and authority to determine by general regulation, or otherwise, to what college, faculty or other body the control of university associations shall belong.

98. If there shall be any question as to the proper body to exercise jurisdiction in any matter of discipline which may arise, the same shall be determined by the Caput, whose decision shall be final.

99. Disciplinary jurisdiction shall include the power to impose fines.

100. As respects the conduct and discipline as students of the University of all students registered in the University to whatsoever college or faculty they may belong, and as respects all students enrolled in University College, the provisions of sections 94 to 99 may be abrogated or changed by the Board.

101.—(1) The first election under this Act of the Chancellor and of the elective members of the Senate shall take place and be held in the present year, and the present incumbents of the said offices and the appointed members of the Senate, unless they shall be re-elected or reappointed, shall cease to hold office immediately after the meeting of the Senate next following the holding of such election.

(2) The elective members of the Senate shall be elected and the appointed members thereof shall be appointed thereafter quadrennially.

102. The Registrar of the University shall, after the fifteenth day of June, and before the fifteenth day of August in every year in which an election is to take place, prepare an alphabetical list to be called "The Election Register," of the names and known addresses of all graduates who are entitled to vote at any such election.

103. The election register shall be posted up in a conspicuous place in the office of the Registrar not later than the fifteenth day of August in every such year, and shall be open to inspection by any graduate entitled to vote, at all reasonable hours.

104. No person whose name does not appear in the election register shall be entitled to vote at any such election.

105. If from any cause the election register is not prepared at the time and in the manner provided by this Act, the Board shall make provision for the preparation thereof, and all the provisions of this Act as to the election register, except those relating to time, shall apply to the election register which shall be so prepared.

106. For the purposes of all elections at which graduates of a federated university are entitled to vote, the Registrar of such University shall on or before the fifteenth day of June in each year in which an election at which

such graduates are entitled to vote is to be held, furnish to the Registrar of the University a list of the names of all graduates of such federated university who are entitled to vote, with their post-office addresses as far as the same are known.

107. The Educational Department shall, upon the application of the Registrar of the University, furnish him, on or before the first day of August in such year, with a list of all principals of and assistants in Collegiate Institutes and High Schools who are actually engaged in teaching in a Collegiate Institute or High School, with their post-office addresses as far as known.

108. The Registrar, in preparing the election register, shall make separate lists (1) of the graduates in Arts of the University enrolled in University College; (2) of the graduates in Arts of each federated university, including graduates of the University who were at the time of graduation enrolled in the federated university; (3) of the graduates in Medicine; (4) of the graduates in Law; (5) of the graduates in Applied Science and Engineering; (6) of the graduates of each and every other faculty in the University hereafter constituted, the graduates of which are entitled to elect representatives; (7) of the graduates in Agriculture; and (8) of the principals of and assistants in Collegiate Institutes and High Schools actually engaged in teaching in a Collegiate Institute or High School, and such lists shall be the voters' lists for the election.

109. If any person whose name appears or ought to appear in any election register complains in writing to the Registrar of the University, not later than ten clear days before the second Wednesday of the month of September in the year in which the election is to be held, that his name or that of any person which ought to appear therein has been omitted from such register or of any error in such name as it appears therein, or that the name of any person whose name ought not to be entered in the register appears therein, the Registrar shall forthwith examine into the complaint, and after such notice as he may deem necessary to any person whose name is sought to be stricken from such register, rectify the error, if any, therein.

110. The decision of the Registrar shall be subject to appeal to the President of the University.

111. No person shall be elected as Chancellor, or as a member of the Senate, unless he has been nominated as hereinafter mentioned, and every vote cast for any person not so nominated shall be void.

112. The nomination shall be in writing by a nomination paper, which shall be signed by at least ten of the persons entitled to vote at the election.

113. The nomination paper shall be delivered at the office of the Registrar, or, if sent by mail, shall be received there not later than the first Wednesday in September of the year in which the election is to take place, and if not so delivered or received shall be invalid, and shall not be acted upon.

114. Any person who is nominated for the office of Chancellor or as a member of the Senate may refuse to become a candidate for the office for which he shall have been nominated, and he shall be deemed not to have been nominated and his name shall not be included in the list of candidates if he shall notify the Registrar in writing of his refusal within four days after the day upon which the time for nominations shall have expired.

115. In case one person only is nominated for the office of Chancellor within the time fixed for that purpose he shall be elected to and be entitled to hold that office.

116. In case only such number of persons as are required to be elected as members of the Senate are nominated within the time fixed for that purpose the persons so nominated shall be elected to and be entitled to hold the office for which they were respectively nominated.

117. The Registrar shall report to the Senate at its next meeting the results of any such election.

118. In case a poll is necessary the Registrar shall on or before the second Wednesday in the said month of September send by mail to every

graduate who, according to the election register, is entitled to vote at the election, and whose place of residence is shown in such register, or is known to the Registrar, a voting paper in the form set out in schedule 1 to this Act, together with a list of the persons whose term of office is expiring, and of all persons who have been nominated.

119. The votes shall be given by closed voting papers, which shall be delivered, or, if sent by mail, shall be received at the office of the Registrar not earlier than the second Wednesday of the said month of September, and not later than the first Wednesday of October following, both days inclusive, and every voting paper which has not been furnished by the Registrar, or which is not so delivered or received as aforesaid shall be invalid, and shall not be counted.

120. Two persons to be appointed by the Senate for that purpose, shall be the scrutineers; but, if the Senate does not at least two weeks' previous to the time fixed for the counting of the votes appoint the scrutineers, it shall be the duty of the President to make the appointment.

121.—(1) The voting papers shall, upon the next day after the time for receiving the same has expired, be opened by the Registrar, and such persons as may be appointed by the President to assist in the opening thereof, in the presence of the President and of the scrutineers to be appointed as hereinbefore mentioned, who shall examine and count the votes and keep a record thereof in a book to be provided for that purpose, and the opening of the voting papers and the counting and recording of the votes shall be continued from day to day until the same are completed.

(2) In case the President is unable to be present, he shall appoint some person to act in his stead.

122. Any person entitled to vote at the election may be present at the opening of the voting papers and the counting and recording of the votes.

123. If more than one name appears upon a voting paper for Chancellor the vote shall be invalid, and shall not be counted, and if more names than the number to be elected appear on a voting paper for members of the Senate the votes shall be counted as votes for the persons whose names appear thereon in consecutive order, beginning with the first until the required number is reached, and all other votes thereon shall be invalid, and shall not be counted.

124. Upon the completion of the scrutiny and counting of the votes the President or other person acting in his stead and the scrutineers shall declare the result of the election, setting forth the number of votes cast for every person who has been nominated, and shall, without delay, report the same in writing under their hands to the Senate.

125. In case of an equality of the votes given for two or more persons for Chancellor or for a member or members of the Senate, which leaves the election undecided, the Senate shall, at its next meeting, give the casting vote or votes necessary to decide it.

126. If from any cause any election provided for by this Act shall not be held as hereinbefore provided, the Board shall make provision for holding the same and fix the dates for the nominations and the other proceedings for taking, counting and recording the votes thereat and declaring the result thereof, and such proceedings shall, as far as may be practicable, be made conformable with those provided by this Act.

127. The course of instruction in the Faculty of Arts shall be apportioned between the University and University College as follows:

(1) In the University instruction shall be given in Mathematics, Physics, Astronomy, Geology, Mineralogy, Chemistry, Biology, Physiology, History, Ethnology, Comparative Philology, Italian, Spanish, History of Philosophy, Psychology, Logic, Metaphysics, Education, Political Science, including Political Economy, Jurisprudence and Constitutional Law, and Constitutional History, and in such other subjects as, from time to time, may be determined by statute in that behalf.

(2) In University College instruction shall be given in Greek, Latin, Ancient History, English, French, German, Oriental Languages and Ethics,

and in such other subjects as may, from time to time, be determined by statute in that behalf, but not in theology.

128. The subjects of instruction assigned by section 127 of this Act to the University and University College, respectively, shall not be transferred from the one to the other except by the direction of the Board, and no such direction shall be made unless with the consent of the federated universities.

129.—(1) The curriculum in Arts of the University shall include the subjects of Biblical Greek, Biblical Literature, Christian Ethics, Apologetics, the Evidences of Natural and Revealed Religion and Church History, but any provision for examination and instruction in the same shall be left to the voluntary action of the federated universities and colleges, and provision shall be made by a system of options to prevent such subjects being made compulsory upon any candidate for a degree.

(2) The options provided for by subsection 1 shall be evenly distributed over each year of the general or pass course, and as far as practicable over each of the honour courses.

130. The Board, with the consent of the federated universities, but not otherwise, may provide that attendance by a student enrolled in University College upon instruction in the subjects assigned to University College or any of them, in any of the federated universities, shall be equivalent to attendance in University College, and that such attendance by a student enrolled in a federated university, in University College, shall be equivalent to attendance in such federated university, and may prescribe the terms and conditions upon which any such attendance upon instruction may take place.

131. Save as otherwise provided by the Board, a professor, lecturer or teacher of University College may give instruction at or to the students enrolled in any federated university in any of the subjects of instruction from time to time assigned to University College, and a professor, lecturer or teacher of any federated university may give instruction at or to the students enrolled in University College in any of such subjects of instruction. Provided, always, that the consent of the Principal of University College and of the federated university or universities concerned and the approval of the Senate shall have been first obtained.

132. Instruction in Arts in the University (except post-graduate instruction) shall be free to all regular matriculated students thereof who are enrolled in University College or in a federated university, and who enter their names with the Registrar of the University, but this provision shall not include exemption from laboratory fees, gymnasium fees, or fees for physical examination or instruction.

133. The table of fees now prescribed for University College shall be the minimum table of fees for University College and for the Arts faculties of the federated universities, and no reduction shall be made in such minimum unless with the consent of the Board and of the federated universities.

134. Attendance upon instruction in University College or in a federated university by a student enrolled therein shall entitle such student to present himself for any Arts examination in and to proceed to any degree in Arts of the University, and to compete for any exhibition, scholarship, prize or certificate of proficiency in Arts awarded or granted by the University in the same way and to the same extent as if he had attended upon such instruction in the University.

135. If and as far as may be sanctioned by the Senate and approved by the Board, the provisions of section 134 shall apply to attendance by a student of a federated or affiliated college upon instruction therein.

136.—(1) All students proceeding to a degree in Arts in the University, unless in cases for which special provision shall be made to the contrary by statute of the Senate, shall be enrolled in University College or in a federated university.

(2) Subject to the provisions of the statutes of the Senate in that behalf, all students proceeding to a degree in any faculty of the University other than that of Arts, unless in cases for which special provision shall be

made to the contrary by statute of the Senate, shall be registered in the University and receive their instruction therein, except in the subjects in which by or under the authority of subsection 2 of section 127 instruction is or may be provided for in University College, as to which it shall be sufficient if being a student enrolled in University College or a federated university he has received instruction therein.

(3) All occasional and graduate students shall also be registered in the University.

137. Persons who have not received their instruction in the University, or in University College, or in a federated university or college, or in an affiliated college, may be admitted as candidates for examination for standing or for any degrees, honours, scholarships or certificates of proficiency authorized to be granted or conferred by the University on such conditions as the Senate may, from time to time, determine.

138.—(1) No student enrolled in University College or in a federated university or college or in an affiliated college shall be permitted to present himself for any university examination subsequent to that for matriculation without producing a certificate that he has complied with the requirements of such university or college affecting his admission to such examination.

(2) A student enrolled in an affiliated college may, subject to the provisions of subsection 1 and of any statute in that behalf of the Senate, present himself for any University examination subsequent to that for matriculation leading to a degree in that branch of learning in which instruction is given in such college. Provided, always, that such student shall not be entitled, unless by special permission of the Senate, to present himself for any examination leading to a degree in Arts or in any other faculty of the University.

139. Every graduate's diploma and student's certificate of standing, in addition to being signed by the proper authority in that behalf of the University, shall indicate the federated university or college or affiliated college in which such student was enrolled at the time of his graduation or examination, and shall be signed by such professor, teacher or officer of the federated university or college or affiliated college as the governing body thereof may determine.

140.—(1) For the purpose of making provision for the maintenance and support of the University and of University College, there shall be paid to the Board out of the Consolidated Revenue of the Province yearly and every year a sum equal to fifty per centum of the average yearly gross receipts of the Province from succession duties.

(2) The said annual sums shall be paid in equal half-yearly instalments on the first day of July and the first day of January in each year, the first of which shall be paid on the first day of July next, and the average yearly gross receipts of the Province from succession duties shall be determined by and be based upon the gross receipts from such duties of the three years ended on the 31st day of December next preceding the day on which the first instalment of the year is to be paid.

(3) If in any year the amount which shall be payable to the Board under the provisions of subsections 1 and 2 shall exceed the amount of the estimated expenditure for the maintenance and support of the University and of University College for the academic year in respect of which such sum is payable, it shall be lawful for the Lieutenant-Governor-in-Council to direct that the excess shall be added to the permanent endowment of the University and University College, or that the same shall be set apart by the Board as a contingent fund to provide for the event of the amount which shall be payable to the Board as aforesaid being in any future year or years insufficient to defray the cost of such maintenance and support as aforesaid; or that the same be applied in expenditures on capital account; or that such excess shall be applied or dealt with wholly or in part in each or any or either of the said ways, and to direct if it shall be deemed proper to do so that except in so far as such excess shall not be directed to be applied or dealt with in manner aforesaid that the same shall not be paid to the Board

and in every such case the sum which would otherwise be payable to the Board shall be reduced accordingly.

(4) The Lieutenant-Governor-in-Council may direct that there shall be deducted from the first payment to be made to the Board under the provisions of this section, such sum as he may determine to be equal to so much of the proposed expenditure by the Board for the latter half of the current year for the maintenance of the Faculty of Applied Science and Engineering as has been provided for by the appropriations for the current year out of the Consolidated Revenue for the maintenance of the School of Practical Science, which are by section 13 of this Act vested in the Board.

141. Nothing in this Act contained shall impair or prejudicially affect the rights of Trinity College under those provisions of the agreement made between the Trustees of the University of Toronto of the first part and Trinity College of the second part, and bearing date the twenty-fifth day of August, 1903, which are set out in schedule 2 to this Act, but such provisions shall continue to be and shall remain binding on the University.

142.—(1) The Board shall have power to make such arrangement as it may deem expedient for the purpose of facilitating the removal of Trinity College to Queen's Park, and to that end to agree to such modifications and alterations of the terms of the said agreement, bearing date the twenty-fifth day of August, 1903, under the provisions of which Trinity College became federated with the University, and to agree to such additional or substituted terms, financial or otherwise, as to the Board may seem meet, but no such agreement shall have any force or effect until it has been approved by the Lieutenant-Governor-in-Council, but when so approved such agreement shall have the same force and effect as if the terms thereof had been embodied in this Act.

(2) In the event of its being necessary in order to the carrying out of any agreement which may be entered into under the provisions of subsection 1, that to enable Trinity College to remove its seat to a site on the University land in or near Queen's Park, and to erect new buildings thereon, a loan to be raised by Trinity College should be guaranteed by the Province, it shall be lawful for the Lieutenant-Governor-in-Council for and in the name of the Province to guarantee the repayment of the loan in such form and upon and subject to such conditions and stipulations as to the nature and sufficiency of the security to be given for the loan, the safeguards which may be deemed necessary to protect the Province against the loss and to ensure the repayment of principal and interest as the same become due, and otherwise as to the Lieutenant-Governor-in-Council may seem meet.

(3) Trinity College is hereby authorized and empowered to make and enter into any agreement which it may deem necessary for carrying out the purpose mentioned in subsection 1, and to make and execute all such agreements, deeds and other instruments as may be deemed necessary to carry into effect the provisions of any such agreement.

(4) Trinity College may also borrow upon the security of its property, real and personal, or any part thereof, such sum of money as may be deemed requisite in order to carry out such removal as aforesaid, and the terms of any agreement which may be entered into as aforesaid in reference thereto, and may execute such deeds, bonds, debentures and other instruments as may be deemed necessary for the purposes of such security as aforesaid, and the money so borrowed may be repayable at such times and in such manner and bear such rate of interest as to Trinity College may seem meet.

143.—(1) The Board may stop up and close the highway or street in the City of Toronto called Devonshire Place, and if and when a statute for that purpose shall be passed by the Board and registered as hereinafter mentioned, the said highway or street shall be stopped up and closed and shall cease to be a highway, and the soil and freehold thereof shall be vested in the Board for the use of the University and University College.

(2) The Board shall make to the owners and occupiers of and all persons in any of the lots fronting or abutting on the said highway or street compensation for the damage or injury occasioned to such lots by the closing

of the said highway or street, and the amount of such compensation shall be ascertained and determined in the manner provided for by subsection 8 of section 39 of this Act.

(3) Any statute which may be passed under the provisions of this section may be registered in the Registry Office for the western division of the City of Toronto, and for the purpose of such registration a duplicate original of the statute shall be made out and certified under the hand of the Bursar and the seal of the Board and shall be registered without any further proof.

144. If the Board shall be satisfied that the bequest made by Asa Forbes Wallbridge by his last will and testament, bearing date the twelfth day of April, 1899, of two shares of the capital stock of the Bank of Toronto, which by the said will are bequeathed to the Chancellor of the University of Toronto to be held by him and his successors in office in trust to apply the dividends thereof as a prize or scholarship to be awarded to the most proficient student of the said University at the annual examinations in the Greek New Testament, was intended for the benefit of the students of Victoria University, it shall be lawful for the Board to transfer the said shares to the Chancellor of the said last mentioned University to be held by him and his successors in office in trust to apply the dividends thereof as a prize or scholarship to be awarded to the most proficient student of Victoria University at the annual examinations in the Greek New Testament, and the said shares shall thereupon and thereafter be held by the Chancellor of Victoria University and his successors in office upon the last mentioned trust instead of the trust declared by the said will, and the Chancellor of the University of Toronto and his successors in office shall be discharged from all liability in respect of the said shares and the application of the dividends thereof.

145. If and when a college now or hereafter federated with the University shall establish a faculty of Arts in which instruction in the subjects of the course of study in Arts not being University subjects shall be provided and a statute of the Board shall be passed declaring that it has so done, such college, so long as it maintains such faculty to the satisfaction of the Board, shall be known as and many be called a college of the University, and the teaching staff in such faculty shall have the same representation in the Council of the faculty of Arts as is by section 74 of this Act given to the teaching staffs of the federated universities, and the regular matriculated students of such college who are enrolled therein and enter their names with the Registrar of the University shall be entitled to the privileges which are by section 132 conferred upon the students mentioned therein.

146. Section 8 of the Act passed in the fifth year of the reign of His Majesty, chapter 37, is hereby amended by adding thereto the following: "And the Lieutenant-Governor-in-Council is hereby authorized and empowered to grant to the Board the said site subject to the lease thereof to the Grand Trunk Railway Company of Canada and the option of purchase contained in the said lease, and the Board may until the sale thereof is completed and the purchase money received apply out of the endowment of the University and University College the money required to be expended in the erection and equipment of the said buildings.

147. The Acts and parts of Acts mentioned in schedule 3 to this Act are hereby repealed to the extent mentioned in the said schedule.

148. This Act shall go into force and take effect on the 15th day of June next after the passing thereof.

SCHEDULE 1.

(*Section 118.*)

FORM OF VOTING PAPER.

University of Toronto. Election. 19 .

I, resident at in the county of do hereby declare:

(1) That the signature subscribed hereunto is of my proper handwriting.

(2) That I vote for the following person as Chancellor of the University of Toronto, viz., of in the county of

(3) That I vote for the following persons as members of the Senate of the University of Toronto, viz., of in the county of etc., etc.

(4) That I have not for the purpose of this election signed any other voting paper as a graduate of the Faculty of Arts (*or* of Medicine, *or* of Law, *or* of Applied Science and Engineering (*or as the case may be*), *or* as a Principal of or Assistant in a Collegiate Institute, *or* a High School, *as the case may be*).

(5) That this voting paper was signed by me on the day of the date thereof.

(6) That I vote in my right as graduate of University (*or* Principal of, or Assistant in a Collegiate Institute or a High School, *as the case may be*).

(7) (In the case of a Principal of, or Assistant in a Collegiate Institute or in a High School) That I am now actually engaged in teaching in a Collegiate Institute (*or* in a High School, *as the case may be*), viz., in the at

Witness my hand this day of A.D. 19
A.B.

SCHEDULE 2.

(*Section 142.*)

Provisions of the agreement between the Trustees of the University of Toronto and Trinity College which are not to be affected by the Act.

"The parties of the second part shall be entitled to have lectures in the University subjects as defined by *The University Act, 1901,* delivered by the professors and other instructors of the University of Toronto at Trinity College in all subjects of the general or pass course, and as far as practicable in all subjects of the several honour courses, but it is hereby declared that it is not intended that there shall be any duplication of lectures or other instruction for the purposes of which scientific apparatus or other means of demonstration are required which are not provided by Trinity College, and which cannot be conveniently taken from the University buildings to Trinity College.

"All arrangements for such lectures, including the time table of lectures and the personnel of lecturers, shall be made in such manner as to afford to the students enrolled at Trinity College the same advantages in regard to the University lectures as are afforded to the students of the other Arts colleges, and the said arrangements shall be made in each year by the President of the University of Toronto and the Provost of Trinity College, and in the event of their being unable to agree on any matter, the same shall be forthwith referred for final decision to such person as they may

designate in writing under their hands, and in the event of the President and the Provost being unable to agree upon such referee within one week after such disagreement on any matter as aforesaid, such referee shall be appointed by the Minister of Education, and a decision in writing of such referee, by whomsoever chosen, shall be final.

"The expenses connected with the duplication of lectures as aforesaid shall be assumed by the Government as a permanent charge on the provincial revenues in consideration of the suspension by Trinity College of its degree conferring powers, and of its surrender to the University of Toronto of all fees in connection with degrees other than those of Theology.

"A site to be agreed on between the said parties hereto in or near the Queen's Park, in the City of Toronto, on the lands vested in the parties of the first part, shall be reserved for the parties of the second part, on which they may erect at their own expense a building for the use of the students of Trinity College while attending lectures in the University building.

"Such site shall be occupied by the parties of the second part free of ground rent and all other charges so long as the federation of the universities continue, but in the event of the withdrawal of the parties of the second part from federation the said building shall be purchased from the said parties of the second part by the said parties of the first part at a valuation to be determined by the arbitration of two indifferent persons to be appointed, one by each of the parties hereto, their successors or assigns, and this provision shall be deemed to be and shall be a submission under *The Arbitration Act.*

"Until the erection of such building students from Trinity College attending University lectures shall be allowed the use of some suitable rooms in one of the University buildings.

"Subsections 1 and 2 of section 43 of the said Act are hereby declared to be incorporated in and to form part of this agreement.

"The Senate of the University of Toronto shall enact such statutes as may be necessary to enable the University of Toronto to confer on undergraduates and graduates of Trinity College the degrees provided for by subsection 2 of section 3 of *The University Act, 1901,* which are now conferred by Trinity University.

"The examination for the said degrees shall be conducted by the University of Toronto through examiners nominated by the parties of the second part, and the said degrees shall be conferred by the University of Toronto upon the report of the said examiners.

"All students of Trinity Medical College who have not matriculated at the date of the issue of the proclamation of the federation of the two universities shall be allowed two years from that date to matriculate in the University of Trinity College under the regulations in force at the date of federation."

SCHEDULE 3.

(*Section 147.*)

Acts and parts of Acts repealed:

R.S.O. Cap. 300.	The whole Act.
1 Edw. VII., cap. 41.	The whole Act.
2 Edw. VII., cap. 43.	The whole Act, except section 7.
3 Edw. VII., cap. 36.	The whole Act.
4 Edw. VII., cap. 35.	The whole Act.
5 Edw. VII., cap. 36.	The whole Act.
5 Edw. VII., cap. 37.	Sections 7 and 10.

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